

AGENDA
2:30 p.m. Thursday November 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 2016/17 academic year marks the 22nd year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty 6 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 October 20, 2016 pp. 1-20
4. Business from the minutes
5. Report of the President pp. 21-22
6. Report of the Provost pp. 23-30
7. Student societies
 - 7.1 Report from the USSU – Verbal Report
 - 7.2 Report from the GSA pp. 31-34
8. Nominations Committee
 - 8.1 Request for Decision –Scholarships and Awards Committee: Member Nomination and Committee Chair Nomination pp. 35-38

It is recommended that Council approve the nomination of Louise Humbert, College of Kinesiology to serve as a member on the scholarships and awards committee effective immediately and continuing until June 30, 2019, and that Donna Goodridge, Department of Medicine, College of Medicine be appointed as chair of the committee effective immediately until June 30, 2017.
9. Governance Committee
 - 9.1 Report for Information – Affiliation and Federation of the University with other Academic Institutes pp. 39-44

10. Planning and Priorities Committee

10.1 Report for Information – 2017-2018 Operations Forecast pp. 45-46

11. Academic Programs Committee

11.1 Report for Information – Nunavut Offering of the Juris Doctor (J.D.) Program
pp. 47-54

11.2 Report for Information – Admissions Templates 2016-2017 pp. 55-124

11.3 Report for Information – Recent Approvals by Academic Programs Committee
pp. 125-172

- Project-option in the Master of Science (M.Sc.) in Large Animal Clinical Sciences
- Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)
- Deletion of the Soil Science Field of Study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (PGD) Programs

12. Other business

13. Question period

14. Adjournment

Next meeting December 15, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: November 28, 2016



Minutes of University Council
2:30 p.m., Thursday, October 20, 2016
Arts Building Room 241 Neatby-Timlin Theatre

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

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

Garnet Packota, professor, Oral and Maxillofacial Radiology delivered a memorial tribute to honour Kunio Komiyama, professor emeritus, College of Dentistry.

1. Adoption of the agenda

The chair of Council noted the chair of the academic programs committee had received new information about item 12.2 and therefore requested that this item be withdrawn so the committee can consider this information prior to bringing the item to Council.

AITKEN/WILSON: To adopt the agenda as amended with the removal of item 12.2 and subsequent reordering of the agenda.

CARRIED

2. Opening remarks

The chair welcomed Lee Ahenakew, chair of the Board of Governors and acknowledged Professor Vicki Squires of the Department of Educational Administration, who was in attendance along with students of her class EADM 438/838: Administration and Governance in Post-Secondary Education.

The chair also welcomed Michael Atkinson as the new interim provost and vice-president academic, noting that she was sure that University Council would continue its constructive relationship with the provost's office.

The chair briefly reported on the most recent Council committee chairs breakfast meeting with members of the president's executive committee. The discussion focused on the priorities in the coming months of Debra Pozega Osburn, new vice-president university relations and Michael Atkinson, new interim provost and vice-president academic. Vice-president Pozega Osburn indicated her focus would be on the integration between and among people and functions in the University Relations office. Provost Atkinson spoke of supporting senior leadership, recruiting new senior leaders, and opening discussion on revisions to the university's standards for promotion and tenure.

The chair indicated she expected a fulsome discussion of the *Vision, Mission and Values* at the meeting and took the opportunity to remind Council members of Council's usual practice for discussion and debate, as follows:

- Those members wishing to speak should wait to be recognized by the chair; once recognized the members should begin by stating their name and indicating whether they are a Council member or not. Council members have the first priority to speak and if time permits, others will be recognized.

- The chair indicated she would recognize each individual once to provide an opportunity for as many different Council members as possible to contribute to the discussion. If members have a new point to make, they may ask to speak again but only after everyone has had an opportunity to speak about the issue on the floor.
- Although remarks will not be limited to two minutes as in the past, the chair asked that members be as brief as possible in making their points.
- Members were asked to preface their remarks by stating whether they were in favour or against the motion on the floor, and to direct their remarks to the Council chair, and not to one another.

The chair also asked that Council members remain in the room until the end of the meeting, as all Council business is important and decision items are often at the end of the agenda.

3. Minutes of the meeting of September 22, 2016

A member noted the reference to Aboriginal and Métis students in the minutes and described the linking of Aboriginal and Métis or Aboriginal and First Nations as confusing and inaccurate. She requested that future minutes correct this language usage explaining that Aboriginal is an umbrella term used in Canada to describe Métis, First Nations and Inuit peoples.

FLYNN/ZELLO: *That the September 22, 2016, Council minutes be approved as circulated.*

CARRIED

4. Business from the minutes

The chair noted two items of business arising from the minutes: access to Council committee minutes and the President's recent trip to China. She noted the coordinating committee of Council had further discussed the issue of access to the minutes of Council committees and referred the matter to the governance committee for review, in particular to clarify how Council members are to request minutes from committee chairs. She informed Council that questions about the president's trip to China would be addressed by the president in his report to Council, as the next agenda item.

5. Report of the President

President Peter Stoicheff noted the university has achieved much recently, including becoming the only university in Canada to have received two Canada First Research Excellence Fund (CFREF) awards. Other achievements include the award of federal funding for the new Collaborative Sciences Research Building, the opening of the university's first standalone child care centre, and the announcement of the Huskie Athletics Board of Trustees.

In addition to the appointment of Professor Graham George and Professor Jo-Anne Dillon as fellows to the Royal Society of Canada, the Society has named four professors from the university—Markus Hecker, Maggie Kovach, Angela Lieverse and Dwight Newman—as new members of the College of New Scholars, Artists and Scientists. Professor Jim Waldram is one of three finalists for the \$50,000 2016 SHHRC Insight Award, given in recognition of significant contributions to knowledge and understanding about people, societies and the world. Professor emeritus Bill Waiser has been short listed for the 2016 Governor General's literary award for non-fiction for *A World We Have Lost: Saskatchewan Before 1905*, a prequel to *Saskatchewan: A New History*.

The president encouraged all to attend the Convocation ceremonies on October 22 and advised that William Deverell will receive an Honorary Doctor of Letters degree and Kay Nasser will receive an Honorary Doctor of Science degree. Other award recipients to be recognized at Convocation include: Jane Alcorn, Distinguished Graduate Supervisor Award; Chris Clark, Master Teacher Award; Carin Holroyd, J.W. George Ivany Award for Internationalization; Liz Scott, President's Service Award; Timothy Kelly, New Researcher Award; Sarah Buhler, Award for Distinction in Community Engaged Teaching and Scholarship; and John McKinnon, Award for Distinction in Outreach and Public Service.

President Stoicheff recognized Michael Atkinson in his role of interim provost and vice-president academic and outlined his former service as the university's first provost and as executive director of the Johnson-Shoyama Graduate School of Public Policy. The president also recognized Debra Pozega Osburn as the new vice-president of university relations, a position redesigned from the position of vice-president advancement and community engagement.

The president expressed his pleasure at the appointment of Roy Romanow as the university's new chancellor. Mr. Romanow begins his appointment November 1 and will be formally installed at the Convocation ceremonies in June 2017. President Stoicheff also recognized Chancellor Blaine Favel and the service he has provided to the university, from the national forum on building reconciliation to the opening of the Gordon Oakes Red Bear Centre and other forms of student support.

The president spoke of the timing of his trip to China, which necessitated that he submit regrets to the September Council meeting. Having never gone to China before, he emphasized that he thought it important to do so, given the number of alumni and international students from China. One of the events he attended was an annual alumni event in Beijing, also attended by representatives from Saskatchewan Polytechnic, the University of Regina and the premier of Saskatchewan.

The president reported on his meeting with Lin Xu, chief executive of the Confucius Institute Headquarters and director general of Hanban. He recalled the debate in response to the signing of the first agreement to establish the Confucius Institute at the university and expressed thanks to Karen Chad, vice-president research, the international activities committee of Council, and those who served on the *ad hoc* committee struck to explore the workings of the Confucius Institute. President Stoicheff cited the features of the new agreement in response to concerns raised. These include a statement about transparency, academic freedom being valued, and control by the university over the hiring, curriculum and academic practices of the Confucius Institute.

The Council member who had inquired about the president's trip expressed that the new agreement was an improvement but questioned the relationship of the Hanban with the Chinese Ministry, and recalled several instances of human rights violations by the Chinese government. In response, President Stoicheff indicated that not signing the renewal agreement was a risk, and signing presented a risk. Between the choice of the two risks, he spoke in favour of an open approach in response to the revisions to the agreement and the opportunity to build bridges and therefore signed the agreement.

Other comments from members reflected varying degrees of support, with support for developing ties to China given the many students from China studying at the university, but concern that although academic freedom is reflected in the agreement, there are other principles from the

proposed *Vision, Mission and Values* of the university that are absent. Given the time available, the chair indicated other questions could be posed to the president during question period.

6. Report of the Provost

Interim Provost Michael Atkinson presented the provost's report to Council. As interim provost, he indicated that during his term he would launch the university's fourth integrated planning process. Other priority areas of focus for him include the quality of student learning and the student learning experience. If there is interest and response from the university community, he indicated he could also begin the process of revisions to the university standards for tenure and promotion.

A member requested that Council be kept informed about the responsibility centered model (RCM) for budgeting that will be implemented through the university's transparent activity-based budget system (TABBS), and any changes that come about to the curriculum in response to implementation of the model, which assigns revenue based on activity metrics. Provost Atkinson committed to bring to Council any implications RCM and TABBS have for academic programs and for academic quality.

7. Report of the Vice-president Research

Karen Chad, vice-president research presented her biannual report to Council, highlighting two initiatives underway: working with the College of Graduate and Postdoctoral Studies (CGPS)¹ on an initiative for the university's post-doctoral fellows (PDFs); and the International Blueprint for Action.

Dr. Chad provided background to the impetus to develop formal policies for PDFs as an important and necessary institutional support, given the concerns identified related to limited community support for PDFs, limited opportunities for professional development, lack of support staff overseeing administration of PDFs, and that PDFs across the university are not tied to institutional planning. In response, a coordinator of postdoctoral studies position has been established within the CGPS, a database to track and monitor PDF appointments has been created, and an on-line PDF application and appointment process developed. Other initiatives include the creation of a postdoctoral studies committee within the CGPS tasked with developing a strategic plan and policy for PDFs, new professional development opportunities for PDFs, the development of an exit survey to learn from PDFs what their experience has been, and a database to track employment opportunities taken up by former PDFs.

Dr. Chad thanked the international activities and research, scholarly and artistic work committees of Council for their involvement with the International Blueprint for Action. An environmental scan across institutions has informed the blueprint and consultation on the draft action plan is about to begin.

Questions were invited. A member inquired about the cost the university sustains in order to have an internal signing authority for NSERC grants, which resulted from a past discrepancy some years ago, requiring the university to have greater stringency attached to its signing process. He questioned whether this additional cost would be sustained in perpetuity. Vice-president Chad requested leave to provide a response at the next Council meeting.

¹ The College of Graduate Studies and Research was re-named the College of Graduate and Postdoctoral Studies, effective January 1, 2017.

8. Student Societies

8.1 Report from the USSU

Kehan Fu, president of the University of Saskatchewan Students' Union, presented the USSU report to Council. President Fu reported on a wide range of activities and initiatives involving members of the USSU Executive as outlined in his written report. These include support of the university's Sexual Assault Awareness Week and the REACT to Sexual Assault campaign, the possibility of introducing an ombudsperson for students at the university, the signing of a MOU between the USSU and the university to work together on sustainability initiatives, and student participation in the second annual Truth and Reconciliation Forum held at the University of Alberta.

Mr. Fu was asked if the USSU has any plans to discuss divestment of fossil fuels and indicated he would consult with the USSU sustainability committee and report back on this question. Other comments were about the debate hosted by the USSU for the mayoral candidates. Mr. Fu indicated that youth voter turnout is supported by the USSU not only for campus politics but for civic politics and the event could be viewed on the USSU Facebook page.

8.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association, presented the GSA report to Council. Mr. Ghaith introduced Mylan Tootoosis as the new Aboriginal Liaison of the GSA. Activities of the GSA since the last Council meeting include continued focus on efforts to increase graduate student representation on University Council and the Board of Governors. On November 2nd, the GSA will participate in the National Day of Action hosted by the Canadian Federation of Students to make postsecondary education more accessible to students. Mr. Ghaith asked that members of Council stand with the GSA on that day in support of the day of action.

A member spoke in support of the efforts of the GSA to support the reduction and eventual elimination of tuition. A graduate student in attendance recalled his prior service on the University of Waterloo Board of Governors and noted that the University of Saskatchewan is the only member of the U15 universities without graduate student representation on its board. He noted that as graduate students are invested in the teaching and research mission of the university, they have much to offer to university governing boards.

A member asked about the composition of boards of governors and if they have roughly the same institutional responsibilities. Beth Williamson, university secretary responded to the question, indicating that the responsibilities of university boards are similar and usually involve the financial operations of the university but that the size of boards varies greatly.

9. Nominations Committee

Tamara Larre, chair of the nominations committee, presented the committee report to Council.

9.1 Request for Decision – Academic Programs Committee Member Nomination

Tamara Larre referred to the materials before members. The chair called three times for nominations from the floor, with no response.

LARRE/WALKER: *It is recommended that Council approve the nomination of Darrell Mousseau, Department of Psychiatry, College of Medicine to serve on the academic programs committee for a one year term beginning immediately and ending June 30, 2017.*

CARRIED

9.2 Request for Decision – Planning and Priorities Committee Member Nomination

Tamara Larre referred to the materials before members. The chair called three times for nominations from the floor, with no response.

LARRE/WALKER: *It is recommended that Council approve the nomination of Gregory Wurzer, University Library to serve on the planning and priorities committee for a one year term beginning immediately and ending June 30, 2017.*

CARRIED

9.3 Request for Decision – Promotions Appeal Panel Member Nomination

Tamara Larre referred to the materials before members. The chair called three times for nominations from the floor, with no response.

LARRE/WALKER: *It is recommended that Council approve the nomination of Diane Knight, Department of Soil Science, College of Agriculture and Bioresources to serve on the promotions appeal panel for a three-year term beginning immediately and ending June 30, 2019.*

CARRIED

10. Teaching, Learning and Academic Resources Committee

Jay Wilson, chair of the teaching, learning and academic programs committee, presented the committee report to Council.

10.1 Report for Information – Learning Charter Update

Professor Wilson indicated the report is intended to give insight into how the teaching, learning and academic resources committee is responding to the call for the inclusion of Indigenous learning in all degree programs through revisions to the university's *Learning Charter*. As outlined in the report, the committee is being deliberative and careful in its work and ensuring Indigenous community members are included in its consultation about the *Learning Charter*.

11. Planning and Priorities Committee

Dirk de Boer, chair of the planning and priorities committee, presented the report to Council.

11.1 Request for Decision– Vision, Mission and Values of the University of Saskatchewan

Professor de Boer presented the motion asking Council to adopt the *Vision, Mission and Values of the University of Saskatchewan*. He indicated that in adopting the *Vision, Mission and Values*

document Council is being asked to adopt the document in its entirety. Professor de Boer invited President Stoicheff to speak to the document.

President Stoicheff spoke of the genre of documents, such as mission statements of universities, which exist at a high level. These documents are not to be confused with strategic planning documents. Rather vision and mission statements inform strategic plans. Although there are similarities among these types of documents at universities, the president indicated that if the document were exclusively generic it would lack meaning. Therefore, the document should be aspirational but also realistic and practical and point to what is distinctive about the university. Importantly, the new statement needs to be connected to, but distinguish itself from, the university's 1993 mission statement.

Professor de Boer asked Brent Cotter and Liz Harrison, co-chairs of the vision steering committee for remarks. Professor Harrison extended thanks to members of the steering committee representing faculty, staff, Council, Senate, the Board of Governors, students, and the Aboriginal community, to members of the president's office who assisted with meetings and to Jennifer Robertson for communications and administrative support. Over 4,000 individuals provided feedback either through the two surveys or through face-to-face meetings, in small or large group settings. Senate approved adoption of the document at its October 15th meeting, and the document will be presented to the Board of Governors for approval near the end of October.

Professor Cotter expressed his hope that the document captured the spirit of optimism which he encountered in speaking about the document across campus and briefly outlined the purpose and intent of each section of the document. The chair opened the floor for discussion.

Members raised specific editorial concerns with some of the language in the document. Describing the campus as "Canada's most beautiful campus" was considered superlative. Changing "most" to "one of Canada's most beautiful campuses" was proposed. The term "life force" was suggested as being dubious with many negative antecedents for those aware of these. Replacing "life force" with the French term "raison d'être" which has "reason" at its heart was proposed as more appropriate, with the comment that the change would also bring the nation's other official language into the document.

More broadly, concerns were raised about the reference to Indigenous and Métis peoples and whether this was expressed correctly. In response, Professor Cotter noted the visioning committee had three members with Indigenous ancestry on the committee and that it was on their advice that "Indigenous and Métis peoples and communities" was used in the document.

In response to a question about the use of the document, President Stoicheff noted that beyond the fact that all institutions and universities have documents such as these, the 1993 mission statement no longer accurately reflects the university. Beyond this practical concern, the president emphasized the text in the new *Vision, Mission and Values* document would permit himself, as president, and others to speak with conviction and authority about the university and its aspirations.

A comment was made as to whether there would be difficulty in changing the document as Senate had already approved it. One of the two Senate representatives on Council offered that if Council were to approve the document with the wording changes proposed, that he did not

foresee that Senate would not also approve these changes, particularly if there was agreement that these changes would better the document.

D'EON/ATKINSON: *To amend the motion to include two changes: to replace "life force" with "raison d'être" and to replace "most beautiful" with "one of the most beautiful."*

CARRIED

de BOER/WILSON: That Council adopt the *Vision, Mission and Values of the University of Saskatchewan* as presented, with two changes: to replace "life force" with "raison d'être" and to replace "most beautiful" with "one of the most beautiful."

CARRIED

11.2 Request for Decision – Centre for Research, Evaluation and Action Towards Equal Justice (CREATE Justice) in the College of Law

Due to the time remaining, Professor de Boer referred members to his written decision item on the CREATE Justice centre, briefly commenting that the centre seeks to further research in the area of access to justice as a societal need. A member noted the possibility of some confusion as a result of the centre name as NSERC also has a program that goes by the acronym CREATE; however, this concern was not considered significant.

DE BOER/K. WILSON: *It is recommended that Council approve the Centre for Research, Evaluation and Action Towards Equal Justice (CREATE Justice) as a Type A centre in the College of Law.*

CARRIED

12. Academic Programs Committee

Kevin Flynn, chair of the academic programs committee, presented the reports to Council.

12.1 Request for Decision– Changes to the Admissions Qualifications of the College of Education

Professor Flynn reported that the request to change the admission qualifications for entry to the B.Ed. program will broaden the applicant pool to the program by permitting those with deficiencies in two study areas to enter the program, as long as the deficiencies are cleared prior to their second year in the program. This change will give greater flexibility to out-of-province students whose secondary school graduation standards may not align with the college's admission requirements. The second change requested is to waive the requirement of specific high school prerequisites for those students who have completed 18 credit units of post-secondary work, transferable to the program, with at least a 60% average, on the premise that the attainment of the 18 credit units is equivalent to attainment of the high school prerequisites required.

FLYNN/ZELLO: *It is recommended that Council approve changes to the admissions qualifications for the Bachelor of Education (B. Ed.) program for students who are entering the program in or after September 2017.*

CARRIED

13. Other business

The chair called on the university secretary to provide an update on Council elections. Ms. Williamson reported that an election for two member-at-large positions for one-year terms will open October 21 and close November 10 and encouraged all members of the GAA to vote. A member asked about the status of College of Medicine faculty members under the new one faculty model in the college which includes community-based clinical faculty, Ms. Williamson indicated that her understanding was that these individuals were part-time faculty and therefore not eligible to vote in the election as the definition of a GAA member requires employment on a full-time basis.

14. Question period

A member asked about the recent posting of signs in classrooms that no food or drink is permitted and whether there is a policy that restricts food and drink in classrooms. He objected to the practice of no food or drink and was supported in his objection by several other Council members, who also spoke against the change in practice. The chair indicated she would consult with Facilities Management Division and report back to Council.

In a response to a comment about the removal of agenda item 12.2 and the retroactive approval of decisions already taken, Professor Flynn commented that some of the issues about the approvals obtained arose from a misunderstanding of the definitions and vocabulary used in the *Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning*. The policy will be revised to make these definitions clearer.

15. Adjournment

The meeting was adjourned by motion (GJEVRE/FINDLAY) at 4:35 pm.

COUNCIL ATTENDANCE 2015-16

Voting Participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Aitken, Alec	P	P								
Allen, Andy	P	P								
Atkinson, Michael	N/A	P								
Barber, Ernie	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baxter-Jones, Adam	P	P								
Bell, Scott	P	P								
Bergstrom, Don	P	P								
Bindle, David	R	A								
Bonham-Smith, Peta	P	R								
Bowen, Angela	R	P								
Buhr, Mary	A	A								
Calvert, Lorne	P	A								
Card, Claire	A	P								
Chernoff, Egan	P	P								
Chibbar, Ravindra	P	P								
Crowe, Trever	A	P								
De Boer, Dirk	P	P								
D'Eon, David	N/A	N/A								
D'Eon, Marcel	P	P								
Deters, Ralph	P	P								
DeWalt, Jordyn	A	A								
Dick, Rainer	P	P								
Dobson, Roy	P	P								
Eberhart, Christian	A	A								
Ervin, Alexander	P	P								
Findlay, Len	P	P								
Flynn, Kevin	P	P								
Freeman, Douglas	R	P								
Gabriel, Andrew	R	A								
Gill, Mankomal	A	A								
Gjevre, John	P	P								
Gobbett, Brian	A	A								
Goodridge, Donna	P	P								
Gordon, John	P	P								
Gray, Richard	P	A								
Greer, Jim	R	R								
Grosvenor, Andrew	P	P								
Gyurcsik, Nancy	P	R								
Hamilton, Murray	P	P								
Havele, Calliopi	P	R								
Hayes, Alyssa	P	R								
Honaramooz, Ali	A	P								
Horsburgh, Beth	P	R								
Jamali, Nadeem	R	A								
Jones, Paul	P	P								
Julien, Richard	A	A								
Kalagnanam, Suresh	P	P								
Kalra, Jay	P	P								
Kalynchuk, Lisa	P	P								
Khandelwal, Ramji	P	P								
Kiani, Ali	P	P								
Kumaran, Arul	P	R								
Langhorst, Barbara	P	P								
Larre, Tamara	P	P								
Lemisko, Lynn	P	R								

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Lindemann, Rob	A	P								
London, Chad	N/A	N/A								
Low, Nicholas	P	P								
Luke, Iain	N/A	A								
MacKay, Gail	P	P								
Marche, Tammy	P	R								
Martz, Lawrence	P	R								
Mathews, Rosemary	A	A								
McEwen, Alexa	P	R								
McWilliams, Kathryn	R	R								
Moellenbeck, Sheldon	A	A								
Mousseau, Darrell	P	P								
Muri, Allison	P	P								
Nel, Michael	A	A								
Nickerson, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nicol, Jennifer	R	R								
Orsak, Alanna	A	A								
Osgood, Nathaniel	R	A								
Phillips, Peter	P	P								
Phillipson, Martin	P	P								
Prytula, Michelle	R	P								
Racine, Louise	R	R								
Rangacharyulu, Chary	A	A								
Rea, Jordan	R	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reimer, Serena	A	A								
Rodgers, Carol	R	R	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Roesler, Bill	A	A								
Roy, Wendy	P	P								
Sarjeant-Jenkins, Rachel	P	P								
Scoles, Graham	P	P								
Shevchuk, Yvonne	A	P								
Smith, Preston	P	R								
Solose, Kathleen	P	P								
Soltan, Jafar	P	P								
Sorensen, Charlene	R	R								
Stiocheff, Peter	R	P								
Stone, Scot	P	R								
Tait, Caroline	R	P								
Thomson, Preston	A	A								
Tyler, Robert	P	R								
Uswak, Gerry	P	R								
Vassileva, Julita	R	P								
Walker, Ryan	P	P								
Walley, Fran	P	P								
Wasan, Kishor	P	P								
Watson, Erin	P	R								
Willness, Chelsea	P	A								
Willoughby, Keith	P	R								
Wilson, Jay	P	P								
Wilson, Ken	P	P								
Wotherspoon, Terry	P	P								
Wurzer, Greg	A	P								
Yates, Thomas	R	P								
Zello, Gordon	P	P								

VP Research Report to University Council

Karen Chad
Vice-President Research
October 20th, 2016

Vice President Research Report

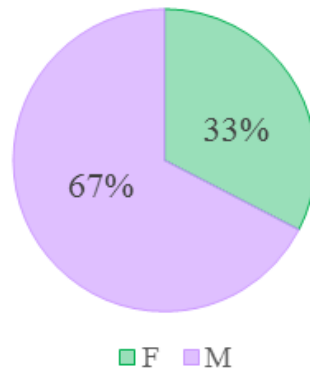
- The College of Graduate Studies and Research and Postdoctoral Fellows (PDFs)
 - PDFs Initiatives
- International Blueprint for Action

Background

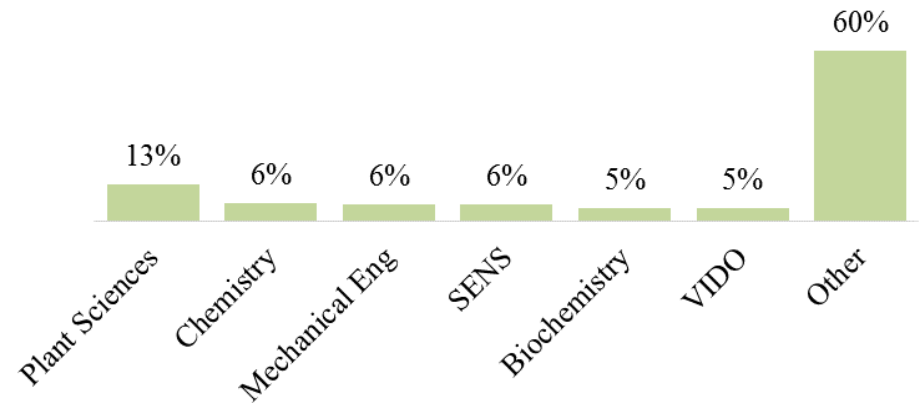
- A lack of support staff overseeing postdoctoral administration
- No database for collecting information
- PDFs have limited opportunities for professional development
- PDFs had limited community support and issues with isolation
- Not tied to institutional planning and relevant job markets
- Limited formal University policy for PDFs

PDF Snapshot

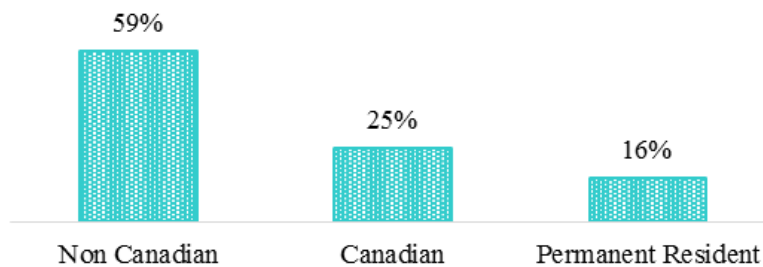
Gender



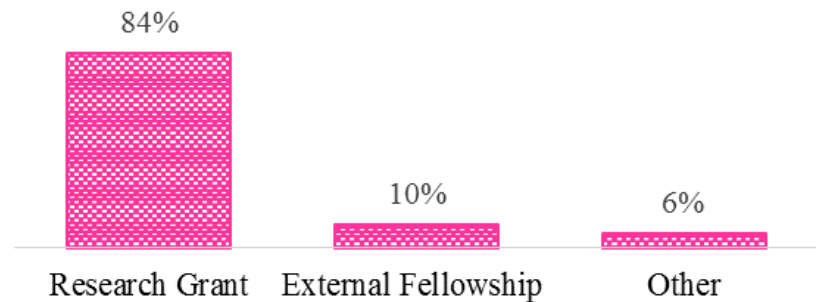
Academic Unit



Citizenship Status



Funding Source



Accomplishments

- Name Change to reflect the importance of PDFs
 - CGSR will be renamed the College of Graduate and Postdoctoral Studies (CGPS), effective January 2017
- New Position within CGPS
 - Coordinator of Postdoctoral Studies
- Creation of a database to track and monitor PDF appointments
- Streamlined on-line PDF application, appointment, and extension processes

Initiatives

- Creation of a Postdoctoral Studies Committee
 - Reports to the CGPS Executive Committee
 - Develops strategic plan and policy for PDFs
- PDF professional development opportunities
- Exit survey to gain feedback from PDFs about their experience
- Creation of database to track PDF alumni employment outcomes

International Blueprint for Action - Process

- Institutional Environmental Scan
- Broad Consultation
- Development of a Draft Action Plan
- Consultation – To Begin

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL November 2016



Fall Convocation

I thank all those who took the time to attend fall convocation and to be on stage – your presence made all the difference to the families and supporters of the many students, staff and faculty whose successes were being recognized and celebrated. We awarded close to 1,000 degrees over the two ceremonies, and the following distinctions:

- **Distinguished Graduate Supervisor:** Jane Alcorn, Associate Professor, Pharmacy and Nutrition
- **Distinction in Community-Engaged Teaching and Scholarship:** Sarah Buhler, Assistant Professor, Law.
- **Master Teacher:** Chris Clark, Associate Professor, WCVN
- **J.W. George Ivany Award for Internationalization:** Carin Holroyd, Associate Professor, Arts & Science
- **New Researcher:** Timothy Kelly, Associate Professor & CRC Chair, Arts & Science
- **Distinction in Outreach and Public Service:** John McKinnon, Professor, Agriculture and Bioresources.
- **President's Service:** Lis Scott, Executive Assistant, Physical Therapy
- **Honorary Doctor of Science:** Karim (Kay) W. Nasser
- **Honorary Doctor of Letters:** William Deverell

Government Relations

Civic Elections – The recent civic election brings with it a new mayor and several new councillors. Six out of ten councillors are graduates from the U of S and the others have close connections of one kind or another with the university. I and vice-president Fowler meet monthly with the mayor and city manager to discuss mutual issues of interest including transit, land development, facilities and more, and Mayor Clark has already committed to continuing this tradition. The U of S remains one of the three statutory partners of the Meewasin Valley Authority, along with the City and the provincial government. Our relationship with the city is strong and I am very confident it will continue to be so.

Provincial Treasury Board meeting – Our provincial government focus this month is on our annual meeting with the government's Treasury Board. Each year the Board requests stakeholders to present to it in advance of its budget planning. It is one of our key opportunities to build relationships and to tell our story to key government stakeholders. The province has been telegraphing deficits, "transformational change" and "belt tightening" in the media, but we won't know what that means for the PSE sector until the budget is released in March. The Treasury Board meeting is our opportunity to 'make our case' and help decision makers better understand our work and to recognize our value to the province.

Board of Governors' Adoption of Aboriginal Acknowledgement

As university council had done last year, the University of Saskatchewan board of governors will now officially open all its board and committee meetings with the same acknowledgment:

"As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another."

For those new to Council, this wording, which is identical to the wording used by Council, was developed by our Teaching, Learning, and Academic Resources Committee (TLARC). TLARC consulted broadly with members of the campus Indigenous community and with those most connected with Indigenous programming.

Update on Provost and Vice-President Academic Search

The search for a new provost and vice-president academic is ongoing with interviews scheduled with candidates in November. I intend to provide a full report to Council in December on the committee's work-to-date.

Presidential Travel

I look for opportunities to connect with key stakeholders outside the university. It is to the university's benefit for a president to raise its profile, and it is informative to gather perspectives on the university from those in other parts of the country. As I begin my second year in office, I will be planning more opportunities to connect in with our external audiences.

This month the following travel is on my schedule:

Ottawa:	Universities Canada meetings; Alumni, Donor, and Partner visits
Calgary:	Alumni, Donor, and Partner visits
Kingston:	Royal Society of Canada Annual General Meeting
Toronto:	Alumni, Donor, and Partner visits

Finally ...

I would like to thank the many members of Council – the chairs of Council committees, the current and previous chairs of Council itself, all Council members who attended meetings last year, this – for providing a collegial atmosphere and collegial settings that helped me transition into the role of president. As I stated when I first addressed Council a year ago, its role is central to the university's success, and to the university's ability to serve as an agent of cultural change. I am therefore always proud to be part of Council, to have the opportunity to address it, and to participate in its discussion and debate.

PROVOST'S REPORT TO COUNCIL**November 2016****INSTITUTIONAL PLANNING AND ASSESSMENT****Provost's Committee on Integrated Planning (PCIP)**

PCIP met once in October. At the October 17, 2016 meeting, PCIP approved \$100,000 in seed funding for the development of a master planning study for renewal of the University of Saskatchewan's Museum of Natural Sciences.

PCIP had discussions with respect to the upcoming Treasury Board presentation; conversations held with government around the College of Medicine; the provincial government's continuing interest in the university's fund balances; and the next planning cycle. The Operations Forecast 2017-18, which provides an overview of the university's priorities for the coming year, and comprises the funding request to the government is available here: <http://www.usask.ca/ipa/resource-allocation-and-planning/operations-forecast.php>.

PCIP approved the commencement of tuition rate discussions with colleges and units.

University Rankings

Between August and October each year, a number of organizations release their assessment of post-secondary institutions in the form of university rankings. Some rankings evaluate institutions in Canada while others assess institutions worldwide. Rankings are relevant to us because they can allow us to track our performance in various areas compared to our peers. They can also have an impact on student and faculty recruitment, donor investment, government perceptions and stakeholder confidence in our university so it is important for us to consider the results and how we might improve our position moving forward. While there are numerous rankings that exist, we pay particular attention to Maclean's and Research Infosource nationally and the Times Higher Education (THE) World University Rankings, Quacquarelli Symonds (QS) World University Rankings and the Academic Ranking of World Universities (ARWU) internationally.

This fall, the University of Saskatchewan moved up in the THE rankings but moved down in rankings published by QS, ARWU, Maclean's and Research Infosource. We are taking these disappointing results seriously and are continuing to act, with renewed commitment, on recommendations from a report released in March 2016 by a task force that was assembled to analyze university rankings. We are looking in depth at how rankings are compiled, how we can do better, and how we can communicate as a community more effectively about them. We are working to build a culture where everyone on campus communicates the value of all that we do so that our reputation is commensurate with who we really are. While rankings don't drive our agenda, they are important to us and our stakeholders. Success in the rankings is aligned with our new mission, vision and values where we have articulated that achieving research success is a core component of who we are. University Council can expect further updates on this topic as we continue to move forward on initiatives that will potentially improve our position in the rankings.

Responsibility Centre Management

In an effort to be more transparent and effective in our budgeting, the transition has made to responsibility centre management (RCM) at the U of S, of which the transparent Activity-Based Budget System (TABBS) is an element. RCM will put the authority and responsibility around college and unit budgets at the level closest to the decisions being made, thereby improving outcomes. Conversations with the colleges and schools regarding the overall model, unique TABBS results, and planning and resource allocation in the context of RCM are taking place this fall.

RCM is complex, and will always be in-progress to some extent. Our aim is to ensure understanding of key elements while stewarding changes in the university's budgeting system. Supporting colleges and schools as they make the transition is a key priority for the provost, the associate provost, the office of Institutional Planning and Assessment, and will require the work of many people.

In addition, we recognize that there are a myriad of related projects intersecting this year, including the transition to RCM; the budget framework project; the move to ConnectionPoint; ongoing discussion with government in the wake of last year's operating grant; upcoming planning for our fourth integrated plan.

More information on RCM at the U of S, including videos on the various components of the model is available here: www.usask.ca/rcm.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

- Congratulations to college student award winners from Fall Convocation: **Lorna Beech** (Fall Convocation Three-Year Degree Medal); **Alice Godson** (Dean's Medal and University Medal in the Social Sciences); **Jasmine McGuin** (University Medal in Sciences); **Renata Kisin** (University Medal in the Fine Arts); **Christine Fowlie-Neufeld** (Rose Litman Medal in Humanities). **Carin Holroyd** (Political Studies) is the 2016 recipient of the J.W. George Ivany Internationalization Award; **Timothy Kelly** (Chemistry) won the New Researcher Award; and alumnus **William Deverell** was awarded an Honorary Doctor of Letters
- **Bill Waiser** (MA'76, PhD'83, DLitt'10), one of the College of Arts & Science's alumni of influence, and distinguished professor emeritus, History) has won the 2016 Governor General's Literary Award for non-fiction with his book *A World We Have Lost: Saskatchewan Before 1905*: http://artsandscience.usask.ca/news/articles/611/Bill_Waiser_wins_Governor_Generals_Literary_Award
- **James Waldram** made the shortlist for the 2016 Social Sciences and Humanities Research Council (SSHRC) Impact Awards: http://artsandscience.usask.ca/news/articles/556/U_of_S_anthropologist_shortlisted_for_SSHRC_Impact_Award
- The recent **Study Abroad** Fair was a success and promoted course offerings from the college: http://artsandscience.usask.ca/news/articles/593/Six_tips_for_studying_abroad
- The University's Alumni Association presented achievement awards to 11 distinguished U of S alumni, including four from the College of Arts & Science: **Roma Franko** (BA'59, BEd'61, MA'71); **Iain MacLean** (BA'62, BEd'63); **Ross Phillips** (MSc'11); **John Wedge** (MD'69,

BSc'73): http://artsandscience.usask.ca/news/articles/610/Four_college_alumni_receive_achievement_awards

- Congratulations to Department of Archaeology & Anthropology professor **Ernie Walker**, who has been awarded the title of distinguished professor by the university
- The **Greystone Theatre** season has begun! Get your tickets to our shows: <http://artsandscience.usask.ca/drama/greystone/onstage.php>
- The new Department of Economics newsletter is at: <http://artsandscience.usask.ca/economics/documents/DepartmentofEconomicsNewsletterOct2016.pdf>
- Check out our new Department of Mathematics and Statistics: <http://artsandscience.usask.ca/math/index.php>
- Follow the Department of Political Studies on social media: <http://artsandscience.usask.ca/politicalstudies/>
- The College of Arts & Science presents **Lawrence Hill**, award-winning author of *The Illegal* and *The Book of Negroes*, at two free public events: both are Monday, November 21 at Convocation Hall, Peter MacKinnon Building:
1:30–3:00 p.m. Book Club: *The Illegal* (Talk, discussion and coffee)
7:30 p.m. “My Writing Life” (Talk and book signing)

For more news and events please visit: <http://artsandscience.usask.ca/news/>

College of Pharmacy and Nutrition

Nutrition program receives full accreditation

The college received notice from their accrediting body that they have received full seven year accreditation status (2015-2022) for the integrated nutrition program.

Legacy gift to the College of Pharmacy and Nutrition

On Thursday, September 27, Frank and Phyllis Abbott met with Dean Kishor Wasan in Vancouver to sign the paperwork for the Frank and Phyllis Abbott Legacy Fund at the College of Pharmacy and Nutrition for \$100,000. The fund will support the college's priority areas, as determined by the dean.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

RESEARCH UPDATE

DISCOVERIES WITH IMPACT

New U of S immunotherapy technique holds promise for curing food allergies

Postdoctoral fellow **Wojciech Dawicki** (Medicine), working under **John Gordon** (Medicine), has developed a new immunotherapy technique that nearly eliminates the allergic response to peanut and egg white proteins in food-allergic mice, reducing the anaphylactic response by up to 90 per cent with only one treatment. The results were just published in the *Journal of Allergy and Clinical Immunology*. The story has been featured on three global news portals (*Yahoo! Finance*, *Huffington Post*, and *Food&Wine Magazine's* blog), six Canadian news outlets (including spots on Saskatoon radio and television broadcasts), and six medical/biotech news websites. See the original press release: <https://goo.gl/3RtlKc>

U of S team's caffeine research show promise in fight against Parkinson's

Jeremy Lee (Medicine) and **Ed Krol** (Pharmacy and Nutrition) led a team of researchers to discover two new caffeine-based compounds that may prevent a protein involved in dopamine regulation from mis-folding, and slow the progression of the disease. Findings were published in *ACS Chemical Neuroscience*. Read more here: <https://goo.gl/nmbLhr>

U of S researcher aims to save endangered cranes

John Giesy (Toxicology) working with former U of S researcher **Xiaowei Zhang** (now of Nanjing University, China) and former postdoctoral fellow **Miguel Mora** (now of Texas A&M) used genetic sequencing to study the microbiome of endangered red-crown cranes in the wild and in captivity. Cranes in captivity had a significantly different and potentially compromised microbiome versus their wild counterparts – possibly causing infection

when captive cranes are released. Findings were published in *Nature Scientific Reports*. More details here, <https://goo.gl/H1oFdi>

RESEARCH INFRASTRUCTURE

Justice research centre established at the U of S College of Law

The CREATE Justice Research Centre has been established to address key gaps in data and access to justice research in Canada. The centre's research will be oriented towards two general dimensions of access to justice: transforming legal and justice services, and the removal of systemic barriers to justice. The centre was awarded \$500,000 in funding from the Law Foundation of Saskatchewan to assist its development over the next five years. Former Supreme Court of Canada Justice Thomas Cromwell was named as an Honorary Fellow. Read more here: <https://goo.gl/XALVU4>

REPUTATIONAL SUCCESS

Jim Waldram shortlisted for the SSHRC Insight Award

Jim Waldram (Anthropology and Archaeology) was named as one of three finalists for SSHRC's prestigious Insight Award. The award is one of SSHRC's Impact Awards and recognizes exceptional contributions to research in the humanities and social sciences. Prof. Waldram is honoured for his outstanding contributions to understandings of Indigenous health and well-being, most recently with his work with the Q'eqchi' Maya in Belize. The winner of the 2016 Insight Award will be announced in late November.

INITIATIVES

U of S Industry Liaison Office (ILO) successfully hosted first agriculture-focused AUTM partnering forum

On September 28-29th, the ILO hosted the first agriculture-themed industry partnering forum of the *Association of University Technology Managers (AUTM)* in Saskatoon. The forum attracted nearly 70 participants from all over North America: 16 universities, 17 leading agricultural companies and representatives from the provincial government, research organizations, law firms and investment companies. A total of \$10,200 was raised in sponsorship dollars – the largest amount to date for any AUTM partnering forum. The ILO is pursuing six new potential technology licensing and collaboration opportunities which arose directly from the forum.

World researchers gathered to explore food innovations

Researchers from Canada and Africa gathered to explore innovations in crops, vaccines, nutritional supplements in African homes and farms during a two-day conference, *Scaling-Up Innovations for Impact: Meeting the Food Security Challenge - A Canada-Africa Collaboration* (October 12-13) held at VIDO-InterVac. Five projects were featured, all funded by Canadian International Food Security Research Fund (CIFSRF) through Canada's International Development Research Centre (IDRC) and Global Affairs Canada. Details are available here, <https://goo.gl/r64s8Z>

Undergraduate Research Initiatives

For the first time the **Undergraduate Research Initiative** participated in **U of S Open House**, offering three booked-to-capacity information sessions in a day-long series of events for high school students and adult learners to come to campus and “get to know their future university.” Peer mentors showed prospective students what it

means to do research, what opportunities exist, and how to get involved.

GRANT AND CONTRACT FUNDING SUCCESS

- **Katherine Stewart** (Soil Science) has received \$167,275 from Sask Power for the project *Environmental and Social Risk Assessment to Support Informed Collaborative Decision Making for Vegetation Management of Northern Rights-of-Way*.
- **Mike Nickerson** (Food and Bioproduct Sciences) has received \$115,000 from the Saskatchewan Pulse Crop Development Board for the project *Modification of a Commercial Lentil, Pea and Faba Bean Protein Isolate Production Process for Improved Flavour Profiles*.
- **Christopher Phenix** (Chemistry) received \$45,000 from Parkinson's Society of Canada Grant for the project *In vitro Assessment of Conduritol Aziridines; Towards New PET Probes for GBA1*.

INTERNATIONAL

Grants

Australia

- **Nate Osgood** (Computer Science) and **Roland Dyck** (Canadian Centre for Health and Safety in Agriculture, College of Medicine) were awarded \$20,500 AUD from the Sax Institute for a research internship in Australia.

Brazil

- **Janna Schurer** (Veterinary Microbiology), postdoctoral fellow, under the mentorship of **Alvin Gajadhar** (Veterinary Microbiology) was

awarded \$10,000 USD under the Collaborative Research Travel Grant program supported by the Burroughs Wellcome Fund for the project *Zoonotic Cryptosporidium Transmission Dynamics in a Brazilian Watershed Area*.

India

Shastri Indo-Canadian Institute

- ❖ **Lee Wilson** (Chemistry) was awarded the \$1,000 CAD Shastri Scholar Travel Subsidy Grant for the project *New Approaches to Green & Sustainable Chemistry*, collaborating with the Institute of Chemical Technology, Mumbai.
- ❖ **Aaron Mooi, Alexandra Malkowski, Jennifer Pelchat, Julia Wyatt, and Karissa Mitchell** (WCVI) each received \$2,000 CAD under the Shastri Student Internship Program for the project *One-Health Initiative in Southern India: Participating to enhance public health, productivity, and animal welfare through veterinary medicine initiatives*, collaborating with the University of Kerala - College of Veterinary and Animal Sciences, Mannuthy, Kerala.
- ❖ **Philip Lagace** (Philosophy, Anthropology, and Language Studies) received \$2,000 CAD under the Shastri Student Internship Program for the project *Relationship of Language and Consciousness*, collaborating with Assam University.

International Delegations to U of S

- ❖ **Huazhong Agricultural University, China** – August 10-11. Three delegates met with the Department of Plant Science to discuss potential collaboration, and with ISSAC, IO and the Language Centre to discuss promoting the dual degree program with Sociology and other potential collaboration.

- ❖ **Iwate University, Japan** – September 12-14. Six delegates met with CGSR, IO, the Language Centre, the Gwenna Moss Centre, and the departments of Food & Bioproduct Sciences, Biology, Biochemistry, and Plant Science. Delegates toured campus, the Canadian Light Source (CLS) and Agricultural facilities.

- ❖ **Morinomiya University, Japan** – September 15. Two delegates met with IO and the Language Centre to introduce the institution and to discuss establishing a short-term program.

- ❖ **Osaka University, Japan** – September 28. One delegate met with IO and CGSR to discuss the possibility of a Dual Doctoral Degree Program, with the Department of Physics faculty to discuss research collaborations and later toured the CLS.

International Agreements

MOU Agreements:

- ❖ **Universidade Federal do Rio Grande do Sol, Brazil** – signed September 2

Student Exchange Agreements:

- ❖ **Neoma Business School, France** – UG – Edwards School of Business – signed August 25

Cooperation Agreements:

- ❖ **Tianjin Normal University, China** – College of Education – signed August 11

RANKINGS

U of S in University Rankings

The U of S has dropped one spot in *MacLean's* magazine rankings – from 13th to 14th position (tied with the University of Manitoba), and two spots in *Research InfoSource Canada's Top 50 Research Universities List* – from 11th to 13th position.

President Stoicheff and his executive team are committed to ensuring that the U of S rises significantly in key rankings, *Maclean's*, *Research InfoSource*, *AWRU Shanghai*, *Times Higher Education*, *QS*, etc. A U of S task force on rankings struck last year has provided a blueprint for change, and there is a commitment to act on these recommendations, which involve looking in depth at how rankings are compiled, how the university can do better, and how it can communicate as a community more effectively about them.

For more info, consult:

- ❖ [The Maclean's ranking fact sheet](#)
- ❖ [The Research InfoSource ranking fact sheet](#)



University of Saskatchewan - Graduate Students' Association

GSA President Ziad Ghaith November report

October and early November was a busy period for the GSA. The GSA took the lead to mobilize the graduate students to increase the awareness and importance of a more accessible post-secondary education system in the province. Adding to this, we have recently started our indigenous awareness project for the graduate students, and we expanded our internal efforts to improve the graduate students' representation on different important bodies within the University. Below is a short brief of the aforementioned initiatives:

- Students' mobilization and awareness

The GSA took initiative to increase the students' awareness of the importance of having a more accessible post-secondary education system in the province. Mobilizing the students to demand change becoming more vocal to align with other Canadian provinces. The GSA is proud to be the leading student body at the University of Saskatchewan to take this concept a step forward. This will reflect positively on our University and the future of the post-secondary education in our province.

Our mobilization efforts were concluded by our Day of Action on November 2nd. Where the students alongside the workers, the University of Saskatchewan Faculty Association and Saskatchewan Federation of Labour stand together to request for more accessible post-secondary education in Saskatchewan. Our event was well covered by the local media and we feel we sent a clear message to all post-secondary education stakeholders in Saskatchewan, requiring a more accessible and just system.

Throughout mobilizing the students, we had different activities to consult with our members on some of the major barriers they felt affected their pursuit of education. Debt was the first obstacle the majority of students faced in pursuing their postsecondary education. The GSA had its wall of debt, where we asked our members to write how much debt they have accumulated thus far and how the debt has impacted them. About **60** students participated in this activity and surprisingly the participants carry more than 2 million dollars of debt.

you can access our wall of debt via: <https://app.box.com/s/pbmkv4qgs8zqi47tfj2sy3qf09mu8bnu>.

The GSA would like to share these facts with our University council as one of the most important bodies in the University. We would like the council members to view this as a serious issue that our students face. We would also to request that all the education stakeholders in our province be thoughtful about the future of our post-secondary education system and to send a clear message to our Board of Governors that the tuition fees are a very real obstacle that the majority of the students are dealing and to ask them to consider these facts and be thoughtful about any tuition increases in the future.

- Graduate Students' Representation

The GSA continue its efforts to address the graduate students' representation. Over the last period of time we focussed our efforts internally, where we met with the council governance committee to explain the need of improving graduate students' representation and how our University and province would benefit from that.

The GSA would like to highlight that the graduate students highly appreciate any support for this important proposal, and I would like to express that we are very flexible in cooperating with all parties for this important change.

- Indigenization mandate

The GSA is undertaking an initiative to increase the graduate students' awareness of indigenous history on treaty six. So far we have organized, in cooperation with Building Bridges, two events for this purpose. The turnout was excellent and many students from many different backgrounds interacted with the trainers. Such events are very important for many of the GSA members, as we have very high percentage of international students who come to Saskatchewan with little or no background about the history of the province of Saskatchewan.

- **GSA social and academic activities**

The GSA continues to provide its members with different social and academic activities. We have organized 10 social and academic workshops for our members over the previous period of time in cooperation with different University units.

Ziad Ghaith

President, Graduate Students' Association

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Tamara Larre, chair
Nominations Committee of Council

DATE OF MEETING: November 17, 2016

SUBJECT: **Scholarship and Awards Committee: Member
Nomination and Committee Chair Nomination**

DECISION REQUESTED: *It is recommended:*

That Council approve the nomination of Louise Humbert, College of Kinesiology to serve as a member on the scholarship and awards committee effective immediately and continuing until June 30, 2019, and that Donna Goodridge, Department of Medicine, College of Medicine be appointed as chair of the committee effective immediately until June 30, 2017.

DISCUSSION SUMMARY: A new member on the scholarships and awards committee and new committee chair are needed due to the resignation of Frank Klaassen.

SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Council Members

Ali Honaramooz	Veterinary Biomedical Sciences	2018
Alyssa Hayes	Dentistry	2018
Donna Goodridge	Medicine	2018

General Academic Assembly Members

Rob Scott	Chemistry	2017
TBD Frank Klaassen (Chair)	History	2017
Anh Dinh	Electrical and Computer Engineering	2018
Alexandria Wilson	Education	2019
Kaori Tanaka	Physics & Engineering Physics	2019
Carin Holroyd	Political Studies	2019

Other members

Alison Pickrell	[Provost designate] Director, Enrolment Services (<i>ex officio</i>)
Adam Baxter-Jones	Dean of Graduate Studies and Research designate (<i>ex officio</i>)
Patti McDougall	Vice-Provost Teaching and Learning
Debra Pozega Osburn	Vice-President University Relations (<i>ex officio, non-voting</i>)
Brooke Malinoski	Vice-President Academic Affairs, USSU
Kusum Sharma	Vice-President Finance, GSA
Graeme Joseph	Team Lead, Aboriginal Students' Centre

Resource members

Heather Lukey	Director of Graduate Awards and Scholarships
Jim Traves	Director of Finance and Trusts
Russell Isinger	Registrar and Director of Student Services
Secretary: Wendy Klingenberg,	Manager and Associate Registrar, Student Finance and Awards

Administrative Support

Office of Awards and Financial Aid, Student and Enrolment Services Division

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Louise Racine, chair, governance committee

DATE OF MEETING: November 17, 2016

SUBJECT: **Affiliation and Federation of the University with other Academic Institutes and Organizations**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The governance committee has identified the need to review and modernize Section IX Affiliation and Federation of the Council Bylaws. Development of a set of principles by which the university seeks to affiliate with partner colleges or institutes for the mutual benefit of each party is seen as fundamental to the process of review.

DISCUSSION SUMMARY:

As part of its ongoing review of the Council Bylaws, the governance committee has initiated a review of Section IX Affiliation and Federation of the Bylaws, recognizing that this section is dated and lacks defined principles.

As articulated in the recently approved *Vision, Mission and Values of the University of Saskatchewan*, the university is committed to collaboration. The governance committee's review of the bylaws on affiliation and federation has its basis in the values of the university and the need to ensure that the university's agreements with its affiliated and federated colleges and institutes are mutually respectful, fair, and collegial. At present, these agreements, which were developed on an *ad hoc* basis, reflect a divergent set of arrangements. As a result, currently it is not apparent how a new request from a college or academic institute to affiliate or federate with the university would be handled as there is no clear process for review.

As a first step to better understand the benefits of affiliation and federation, principals of affiliated colleges and institutes and St. Thomas More (STM), as the university's single federated college, will be invited to attend a meeting of the governance committee. At the meeting, principals attending will be invited to speak to the value of the formalized relationship they hold with the university, and what this relationship brings to their college or institute.

The committee is also exploring retaining consultants familiar with the university's interests and that of affiliated and federated colleges to review available reports, agreements, and interview key individuals in order to formulate a recommendation to the committee.

ATTACHMENT:

Section IX Affiliation and Federation of the Council Bylaws (includes listing of affiliated and federated colleges)

Council Bylaws, Section Three, Part X Affiliation and Federation

X. AFFILIATION AND FEDERATION

1. Under section 61 (1) (e) of the Act, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution. Under 62 (3) (d), a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
2. Under 23 (k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and the Council whether or not the proposed affiliation or federation should be made. Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
3. Affiliation
 - (a) The aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by the Council of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.
 - (b) The following theological colleges are affiliated with the University:
 College of Emmanuel and St. Chad
 Lutheran Theological Seminary
 St. Andrew's College
 Horizon College and Seminary
 Briercrest Bible College and Biblical Seminary
 - (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
 - (i) That the theological college may offer at least three courses for which credit is given by the University toward a degree.
 - (ii) That the normal admission requirements of the theological college be at least equal to those of the University.
 - (iii) That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
 - (iv) That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by the Council of the University.

- (iv) That, except in cases of emergency as recognized by the Council of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
 - (v) That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.
 - (vi) That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.
- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

St. Peter's College

Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College. For work done in St. Peter's College, the University may give credit provided that the following conditions are met:

- (i) That the courses to be credited to the University are considered by the University to be equivalent in quality to its own courses.
- (ii) That the offering of each course and the appointment of its instructor are approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan department head, dean or director concerned.
- (iii) That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan department head, dean or director concerned.
- (iv) That the final examinations are conducted by examiners appointed or accepted by the University in accordance with university examination regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services.
- (v) That an upper-year student of the University is permitted to register at the College only part-time i.e. for a maximum of two full courses.
- (vi) That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses.

- (vii) Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University.

4. Federation

- (a) The requirements for recognition as a federated college of the University shall include the following:
 - (i) The College must be authorized by the University to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science.
 - (ii) The members of the College teaching staff, teaching the above University courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized.
 - (iii) The College must be situated on or adjacent to the campus at Saskatoon.
- (b) St. Thomas More College is a Federated College with the University.

St. Thomas More College, Saskatoon

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time lecturers, special lecturers and instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative. The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time lecturers, special lecturers and instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the pre-professional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.

AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dirk de Boer, chair, planning and priorities committee

DATE OF MEETING: November 17, 2016

SUBJECT: **2017-2018 Operations Forecast**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The planning and priorities committee is responsible for providing advice to the president on the budgetary implications of the Operations Forecast and for reporting to Council on the nature of its advice.

Note: This year the provincial election delayed the release of the province's budget and therefore also delayed the submission of the university's operations forecast to the province. The province's budget was released on June 1, and on June 30, 2016, the Board of Governors submitted the 2017-18 Operations Forecast to the Ministry of Advanced Education, in keeping with the deadline set by the province. As a result, the planning and priorities committee had an initial discussion about the document at its meeting on May 18 and reviewed a draft of the 2017-18 Operations Forecast at its meeting on June 15, 2016, but did not review the final document. The discussion summary below is therefore based on the draft document and accompanying financial schedules reviewed by the committee at its meeting on June 15.

DISCUSSION SUMMARY:

The 2017-18 Operations Forecast document was considered by the committee to be largely persuasive in articulating the value of the university to the province. Conveying in simplistic terms the value of every dollar invested in the university and the doubling and re-doubling effect that investment has in terms of the benefit to society and the province was suggested by the committee.

The draft 2017-18 Operations Forecast reviewed by the committee reflected media coverage that the province will face financial challenges for the next several years. The scenario of a 0% funding increase presented in the document is a significant challenge to the university equivalent

to a funding reduction of \$26.0 million. Although the university can withstand this reduction at this point in time, successive reductions in the provincial grant will have a far greater effect once university reserves are drawn down.

The committee recognized the fundamental difference in philosophy between the university and the province with respect to the amount of reserve funding retained by the university. Although the university sees its reserve funds as a part of strategic planning for the future, with the majority of these funds committed to future goals, the provincial government holds the view that as a public institution the university should not be holding large amounts of funding in reserve. The university has therefore committed to drawing down its reserve funds over a three-year period. Although the committee respected this approach, it had concerns with how this will be achieved. The committee understood that the proposed 11.5% decrease in funding to revenue centers in 2017-18 would be mitigated by a drawing down of reserves held within colleges and departments. However, for some colleges without large reserves, such as the College of Arts and Sciences, a reduction of this magnitude will have vast consequences.

Drawing down university reserves also reduces the flexibility of the university to withstand budgetary shocks and to cope with budget crises on its own without the province's direct intervention and financial assistance. Related to the focus on the university's reserve funds by the province is the necessity for clarity on the amount of university reserves available, as there is some confusion among members of the university community on this point.

As colleges digest a decrease in base funding, there will be mounting pressure to implement larger increases in tuition to generate enough revenue to sustain program quality. The committee advocates that a coordinated and balanced approach continue to be taken across colleges with respect to tuition as the funding reduction will have a variable effect on our seventeen colleges and schools.

The planning and priorities committee acknowledges the pressures involved in preparing an operations forecast within three weeks of the provincial budget, and commends those involved in preparing this year's submission under those difficult conditions.

ATTACHMENTS:

1. The 2017-18 Operations Forecast is posted at: <http://www.usask.ca/ipa/resource-allocation-and-planning/operations-forecast.php>)

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: November 17, 2016

SUBJECT: Nunavut Offering of the Juris Doctor (J.D.) Program

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The College of Law has entered into an agreement to provide legal education to a single cohort of students in Iqaluit, Nunavut. The degree awarded will be the existing University of Saskatchewan Juris Doctor (J.D.). The primary differences for this offering will be the admission process and the addition of a preparatory year.

DISCUSSION SUMMARY:

The College of Law will accept a maximum of 25 students into a single cohort in Nunavut. These students will be in addition to the usual intake of students in Saskatoon. Students entering the program in Nunavut will not be required to take the LSAT nor will they be required to have the minimum 60 credit units of post-secondary education that is required for students applying to the College under the normal admission category. Students entering the Nunavut offering will apply under the Special Admissions category and will be required to complete a timed, invigilated writing exam meant to serve as a substitute for the LSAT and will need to provide three letters of reference.

The program will be delivered over four years, with the first year containing 30 credit units of prerequisite courses designed and offered by the College of Law to encourage student success over the next three years, during which they will take courses as part of the J.D. program proper. The courses offered during the first year will be delivered as Special Topics courses.

This offering will be delivered in Iqaluit, Nunavut, with most courses being offered in classroom space provided by Nunavut Arctic College. Students accepted as part of this initiative will study in Iqaluit, though some classes may be taken through e-learning or

other distance learning methodologies, or by physically attending the College of Law at the U of S.

APC first considered this as an item that might need to be referred to Council for decision, but the committee's policy consultation revealed that the program, which is not a new program, required only College of Law approval. APC discussed this offering at its October 25, 2016 meeting.

ATTACHMENTS:

1. Information regarding the Nunavut Offering of the J.D. Program

 UNIVERSITY OF SASKATCHEWAN	Information for the Academic Programming Committee
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INTRODUCTION

This is not a proposal for a Program change. This is information being provided to ensure that the Academic Program Committee and Council are aware of new developments at the College of Law.

Summary

The College of Law has entered into an agreement to provide legal education to students in Iqaluit, Nunavut. The degree awarded will be the existing University of Saskatchewan JD. The requirements for students to complete the JD are unchanged. The primary change is in the admission process, and of course in the geographic location. The College of Law will be working closely with the Arctic College of Nunavut and the Government of Nunavut to secure classroom space, student funding and living space for students. A single cohort of students will be admitted, with an expected graduation date of Spring 2021.

The JD requires 90 credit units, which are typically taken over three academic years. Students admitted through this initiative will complete the identical requirements as students taking classes in Saskatoon at the College of Law. In addition, students admitted through this initiative will complete two additional requirements, which flow from the admission process not requiring previous post-secondary education or a Law School Admittance Test ('LSAT') score. These two requirements are the successful completion of 30 post-secondary credit units which the College of Law will offer in Nunavut and a timed, invigilated writing exam meant to serve as a substitute for the LSAT.

Detailed Description

The agreement we have entered into is to accept up to a maximum of 25 students. These students will form a single cohort. This is a one-time program offering. The (maximum) 25 students will be accepted in addition to the College of Law's usual intake of students.

The purpose of this initiative is to incorporate contemporary law and Inuit traditional law. It is intended to produce graduates who can practice in a number of fields of law "on the ground" in Nunavut, although they will be able to apply for admission to any bar in Canada. This initiative is intended to increase access to justice in Nunavut and contribute to a representative work force within all levels of government in Nunavut.

The College of Law plans to invite applications for this initiative without requiring applicants to write the Law School Admittance Test ('LSAT') and without requiring applicants to have already undertaken post-secondary education.

The JD requires 90 credit units, which are typically taken over three academic years. Students admitted through this initiative will meet the identical requirements. In addition students admitted through this initiative will complete two additional requirements which flow from the admission process not requiring previous post-secondary education or an LSAT score.

The College of Law currently has three categories of admission: Regular; Aboriginal and Special. The Special category currently allows for admission of students with no LSAT score and fewer than 60 post-secondary credit units (which is the minimum number of credit units permitted in the Regular category).

Special Admission

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 seats are limited. Applicants under this category must complete all steps

in the regular application proves 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.*

This admissions template for the College of Law indicates the “LSAT score is usually given significant weight”. The accreditation authority (the Federation of Law Societies) permits the College of Law to accept students with fewer than 60 post-secondary credit units, and without an LSAT score, provided that an explanation is provided.

An LSAT score is not being required for this initiative for two reasons. One is a lack of accessibility. The LSAT is administered four times per year (with additional dates to accommodate those who cannot write on the set date for religious reasons). The test is written many centres in North America and beyond. It is not administered in Nunavut. This presents a significant practical barrier to writing the LSAT for those living in Nunavut. In addition, the college of Law is not convinced that the LSAT is culturally unbiased for Inuit individuals. Therefore, the decision was made to not require applicants to write the LSAT. As a substitute however, the College of Law will work with the Nunavut Arctic College to administer a timed invigilated writing test as part of the application process. This test will be made available in every community in Nunavut. The purpose of the writing test is to determine applicants’ ability to recognize, consider and evaluate evidence they have been presented with, to solve the problem they have been presented with using logic, and to effectively communicate their proposed resolution.

The program will be delivered over four years and will be structured as a ‘1+3’ program requiring one year (30 credit units) of prerequisite courses, followed by three full-time years of 30 credit units each. This

is a summary of the 30 credit units of preparatory law classes that will be offered as a special topics course. Approval will be obtained for each course in the usual way.

Courses [Tentative]

Writing and Research – 6 c.u.

Land Claims Agreement – 6 c.u.

Mindfulness, Wellness, Reflective Practice – 6 c.u.

History (Inuit history; Inuit-government relations) – 3 c.u.

Introduction to Legal Systems – 3 c.u.

Introduction to Social Research – 3 c.u.

Dispute Resolution and Negotiations – 3 c.u.

Supports will be provided to students in the participating in this initiative, including peer mentoring, instructor and administrative mentoring, cultural advice and encouragement from members of the legal profession. The College will be working with NAC with respect to other student support services and amenities that may be available for students in this program.

Applicants must submit their applications by December 31, 2016. Acceptance decisions will be made early in 2017. Applicants who are accepted into this initiative will have to successfully complete 30 specific post-secondary credit units during the 2017-2018 academic year. These 30 specific credit units will be designed by the College of Law, and delivered by the College of Law in Iqaluit, Nunavut.

As a result, although students admitted through this initiative need not have post-secondary education at the date of acceptance, they will each have successfully completed a minimum of 30 post-secondary credit units prior to commencing the 90 credit units, which make up the standard JD curriculum. All students admitted through this initiative, including those who may have already earned 60 or more post-secondary credits, will be required to successfully complete these 30 credit units. In addition to providing a common minimum level of competency, this academic year is intended to support this cohort of students as they assist each other in developing the skills necessary to becoming a successful law graduate in Nunavut.

Beginning in 2018-2019, students admitted through this initiative will begin to undertake courses, which make up the 90 credit units required for the JD.

The majority of these courses will be taken in classroom space provided by the Nunavut Arctic College in Iqaluit, Nunavut. Students accepted through this initiative will physically be located at the Nunavut Arctic College in Iqaluit, Nunavut, although some classes may be taken through e-learning or other distance-learning methodologies, or by physically attending at the College of Law at the University of Saskatchewan or elsewhere.

Students accepted through this initiative will be required to adhere to Nunavut Arctic College's policies. Students in housing provided by the Nunavut Arctic College will have to abide by their housing policies. It will also be necessary for all students to adhere to relevant policies of the University of Saskatchewan, such as the *Regulations on Students Academic Misconduct* and the *Standard of Student Conduct in Non-Academic Matters*. Policies and regulations of the College of Law and the University of Saskatchewan with respect to examinations, assessment, accommodation for examinations and other academic matters will also be applied.

Students admitted pursuant to this initiative will be University of Saskatchewan students, although for most or all of their studies they will not physically be located on our campus. Successful students will be entitled to convocate with their graduating classmates at the College of Law convocation, although another ceremony in Nunavut will also be held.

Faculty

Teaching faculty will include University of Saskatchewan College of Law faculty, and also faculty from other Canadian Colleges of Law. We have already received offers to teach from several senior Canadian law professors. A Director will be hired to oversee day to day operations in Iqaluit.

BUDGET

Separate funding is being provided by the Government of Nunavut for this initiative.

AGENDA ITEM NO: 11.2

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Kevin Flynn; Chair, Academic Program Committee

DATE OF MEETING: November 17, 2016

SUBJECT: **Item for information:** 2017-18 Admissions Templates

COUNCIL ACTION: **For Information Only**

SUMMARY:

The 2017-18 Admissions Templates were received by the Academic Programs Committee at its October 26, 2016 meeting and is forwarded to Council for information.

The Admissions 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.

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

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

ATTACHMENTS:

2017-18 Admission Template Update Summary and Admissions Templates

Changes to Admission Requirements for 2017-2018

Agriculture and Bioresources

Addition of Template:

- *Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management and Kanawayihetaytan Askiy Diploma in Aboriginal Governance*

Deletion of Template

- *Indigenous Peoples Resource Management Certificate*
 - replaced by Kanawayihetaytan Askiy Certificate

Education

Direct Entry Bachelor of Education, 4 Year

Admission Qualifications

The College of Education has received approval from Council and Senate for changes to its admissions requirements for students entering their 4-year, direct-entry program. For students applying directly from high school, the proposed changes allow for applicants to have deficiencies in two study areas as long as those deficiencies are remediated before such students proceed to the second year in the program. Previously, students were only permitted one deficiency in the required subject areas. The rationale for allowing deficiencies is to facilitate enrolment by students from other provinces whose graduation requirements might not align with admissions requirements to the College of Education at the University of Saskatchewan. The other change is for students entering the B.Ed. 4-year program with at least 18 credit units of transferable post-secondary work. Students in this admissions category will no longer require any specific high school prerequisites. The rationale for this change is that the completion of a minimum 18.c.u. of post-secondary work with a minimum average of 60% accounts for the high school prerequisites.

Engineering

Addition of Template:

- **Certificate in Professional Communication**
 - New Certificate program

Nursing

Selection Criteria

- Addition of **Program Reference Form** – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.

2017-18 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 post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 and Chemistry 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - Proficiency in English.

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

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 and Chemistry 30
 - **Mathematics:** 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 post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume
 - Proficiency in English.

2017-18 Admission Requirements

Selection Criteria:

- Regular Admission: Academic average – 100% weighting
- Provisional Admission: Declaration form -100% weighting
- Special (Mature) Admission: 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 and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission


Provisional Admission 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.

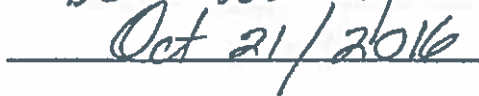
Special (Mature) Admission

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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:



Date:



2017-18 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 post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - Proficiency in English.

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

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - Proficiency in English.

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

- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume
 - Proficiency in English.

2017-18 Admission Requirements

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) Admission:** 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 recognized and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission

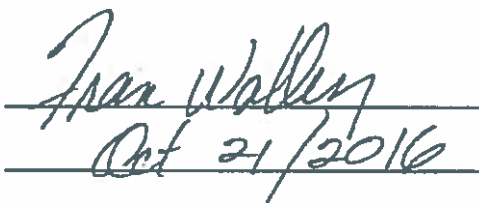
Provisional Admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course.

Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

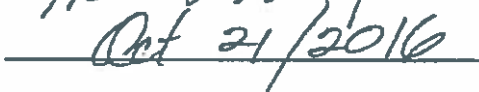
Special (Mature) Admission

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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:



Date:



2017-18 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.(R.R.M.)], Bachelor of Science in Animal Bioscience [B.Sc. (AnBio)]

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - Proficiency in English.

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

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: 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 post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume
 - Proficiency in English.

2017-18 Admission Requirements

Selection Criteria:

- Regular Admission: Academic average – 100% weighting
- Provisional Admission: Declaration form -100% weighting
- Special (Mature) Admission: 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 and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission


Provisional Admission 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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:



Date:

Oct 21/2016

2017-18 Admission Requirements**College: Agriculture and Bioresources****Program(s): Kanawayihetaytan Askiy (KA) Certificate****Admission Qualifications:**

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


Selection Criteria:

- **Provisional Admission: Written submission -100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's completed application with includes essay questions (demonstrating potential for success).
 - Admission is open to all applicants, regardless of Aboriginal ancestry, age or level of education.

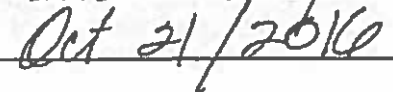
Categories of Applicants:**Provisional Admission**

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

Dean's Signature:



Date:



2017-18 Admission Requirements

College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management;
Kanawayihetaytan Askiy Diploma in Aboriginal Governance

Admission Qualifications:

- **Regular Admission**
 - Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60% or completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%
 - Proficiency in English
- **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 post-secondary coursework.
 - Less than 18 credit unit of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English

Selection Criteria:

- Regular admission: Academic average – 100% weighting
- Provisional Admission: Declaration form – 100% weighting
- Special (Mature) Admission: 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 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 and/or accredited post-secondary institution, with an average of at least 60%.

2017-18 Admission Requirements

Provisional Admission

Provisional Admission 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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:

Fran Walker
Oct 21 / 2018

Date:

2017-18 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Arts (B.A); Bachelor of Science (BSc.); Bachelor of Arts & Science B.A.Sc.);
Bachelor Undeclared

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.

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

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

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

- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- Provisional Admission: Declaration form – 100% weighting
- Special (Mature) Admission: 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.

2017-18 Admission Requirements

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 and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission

Provisional Admission 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 coursework. 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 post-secondary 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:


17th October 2016

Date:

2017-18 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Music (B.Mus.); Bachelor of Music (Music Education) [B.Mus.(Mus.Ed.)]

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on five subject high school average (see Admissions 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 – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or 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 post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Music performance audition.
 - Music theory placement test.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission:**
 - Applicants are selected based on performance in the music performance audition and interview. Applicants 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) Admission: 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.

2017-18 Admission Requirements

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 and/or accredited post-secondary 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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:



Date:



2017-18 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Arts (Major in Music) (B.A.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Music theory placement test.
 - Proficiency in English.

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

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or 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 post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Music theory placement test.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission:**
 - Applicants are selected based on academic average.
- **Special (Mature) Admission: 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.



2017-18 Admission Requirements

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 and/or accredited post-secondary 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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:



Date:

16th October 2016



2017-18 Admission Requirements

College: Arts & Science

Program(s): Post Degree Specialization Certificate (P.D.S.C.)

Admission Qualifications:

- **Regular Admission**
 - A three-year or four-year completed degree from a recognized and/or 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 a recognized and/or accredited post-secondary institution.

Dean's Signature:



Date:



2017-18 Admission Requirements

College: Arts & Science

Program(s): University Transition Program

Admission Qualifications:

- Five 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 five 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 & 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:



2017-18 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 Sciences/Humanities

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

- **Completion of three 30-credit unit academic years of university-level coursework towards the requirements of an undergraduate degree. An academic year is defined as two standard academic terms consisting of eight consecutive months (September to April).**
- **A cumulative weighted average of 75% over the two best academic years of study.**
- **Dental Aptitude Test**
- **Proficiency in English**

Selection Criteria:

- **Academic Record – 65% overall weighting**
 - Cumulative weighted average of 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.
- **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
- **Interview – 20% overall weighting**
 - Interview selection is based on the academic average of the two best academic years of study and the single best overall DAT score.

2017-18 Admission Requirements

Categories of Applicants:

The College of Dentistry admits 28 students to the program each year. A minimum of 22 seats are reserved for residents of Saskatchewan and up to six seats for all other applicants regardless of residency. Applicants must designate their category on the online application form. All applicants must be Canadian citizens or landed immigrants at the time of application.

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 of the four year Saskatchewan residency rule.

Canadian Applicants

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

Aboriginal Equity Access Program

There is a separate category in which three first-year seats 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.

Foreign Trained Dentists

This is a separate category in which one first-year seat 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 English proficiency.
- Applicants must take the Canadian Dental Aptitude Test (DAT) administered by the 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 the above criteria. Admission under the foreign trained dentist category is NOT guaranteed.



2017-18 Admission Requirements

Special Case Category

The College of Dentistry may consider applicants 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 12 consecutive months as part of a program requirement. All special case applicants will be considered by the college 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.

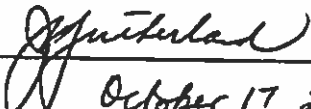
Transfer Students

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

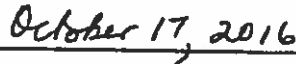
International Students

Effective the 2016-2017 admission cycle, the college will no longer accept applications from international students.

Dean's Signature:



Date:





2017-18 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.
 - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
 - Proficiency in English.
 - One prerequisite subject from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
 - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

**An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the 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/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Proficiency in English.
 - No high school prerequisites required
- **Special Mature Admission (less than 18 credit units of transferable post-secondary):**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary 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**
 - Applicants must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
 - Applicants must provide contact information for two referees who have supervised or observed interaction with children/youth.
 - Referee Work Experience Evaluation is required.



2017-18 Admission Requirements

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 and/or accredited post-secondary 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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:

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

Date:

Oct 21/16



2017-18 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 from a recognized and/or accredited post-secondary institution 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%.
- In addition to the compulsory courses and teaching areas, applicants 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
 - Applicants must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
 - Applicants 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:

Oct 21/16



2017-18 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 from a recognized and/or accredited post-secondary institution, 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 3 credit units in each of the 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 and 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) or KIN 146.3
 - 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
- In addition to the compulsory courses and teaching areas, applicants must also have completed at least six credit units of elective coursework to make up the 60 credit units appropriate for the B.Ed. degree.

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
 - Applicants must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
 - Applicants must provide contact information for two referees who have supervised or observed interaction with children/youth.
 - Referee Work Experience Evaluation is required.



2017-18 Admission Requirements

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

A handwritten signature in black ink, appearing to be "C. P. [unclear]", written over a horizontal line.

Date:

Oct 21/16



2017-18 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
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics
 - **Approved Second Language or Fine/Performing Art:** 30-level language* (other than English) or 30-level Fine/Performing Art
 - Proficiency in English.

**An applicant is permitted to be deficient in one of these subject areas. If admitted, students must clear any deficiencies before 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 from a recognized and/or accredited post-secondary institution.
 - 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics
 - **Approved Second Language or Fine/Performing Art:** 30-level language* (other than English) or Fine/Performing Art
 - 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 or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Résumé.
 - Proficiency in English.



2017-18 Admission Requirements

ITEP:

- **Regular Admission – High School (less than 18-credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent
 - 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - **Approved Second Language or Fine/Performing Art:** 30-level language* (other than English) or Fine/Performing Art
 - Proficiency in English

**An applicant is permitted to be deficient in one of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.*

- **Regular Admission – post-secondary (18 credit units of transferable post-secondary):**
 - 18 or more of transferable credit units from a recognized and/or accredited post-secondary institution.
 - 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - **Approved Second Language or Fine/Performing Art:** 30-level language* (other than English) or Fine/Performing 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 or post-secondary coursework.
 - Résumé.
 - Proficiency in English.



2017-18 Admission Requirements

Selection Criteria:

- Academic record
 - Average is calculated using or on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - 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:

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 from a recognized and/or accredited post-secondary institution, with an average of at least 60% (NORTEP and SUNTEP programs only).

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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:

A handwritten signature in black ink, appearing to read "C. P. H.", written over a horizontal line.

Date:

October 21/16



2017-18 Admission Requirements

College: Education

Program(s): Certificate in Practical and Applied Arts

Admission Qualifications:

- Completed Bachelor of Education (B.Ed.) degree from a recognized and/or accredited post-secondary institution.
- Enrolled in the Bachelor of Education (B.Ed.) degree program at the University of Saskatchewan (certificate will not be awarded until the degree (B.Ed.) program has been completed).
- Proficiency in English.

Selection Criteria:

- Proof of a Bachelor of Education (B.Ed.) degree from a recognized and/or accredited post-secondary institution.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

A handwritten signature in black ink, appearing to be "C. R. Smith", written over a horizontal line.

Date:

Oct 21/16



2017-18 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:

- **Journeyman's Certificate – 50% weighting**
 - Applicants to the Vocational Technical Certificate and Degree programs are admitted based on their Journeyman's Certificate and an academic average is not calculated.
- **Interview – 25% weighting**
 - Applicants must participate in an online interview.
- **35-40 hours of experience working with children – 25% weighting**
 - Applicants must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
 - Applicants 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:

A handwritten signature in black ink, appearing to be "C. R. Smith", written over a horizontal line.

Date:

October 21/16



2017-18 Admission Requirements

College: Education

Program(s): Aboriginal Teacher Association Certificate

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent
 - 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or Fine/Performing 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 from a recognized and/or accredited post-secondary institution.
 - 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or Fine/Performing 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 or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Résumé.
 - Proficiency in English



2017-18 Admission Requirements

Selection Criteria:

- Academic record
 - Average is calculated using or on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - 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:

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 from a recognized and/or accredited post-secondary institution, with an average of at least 60% (NORTEP and SUNTEP programs only).

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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:

Date:

Oct 21/16

2017-18 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 post-secondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended).
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or 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.
 - Less than 18 credit units of transferable post-secondary coursework.
 - 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 average) is in place to manage enrolment in the College.
- **Special Mature Admission: 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.



2017-18 Admission Requirements

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 and/or accredited post-secondary 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 coursework. 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 post-secondary courses have been completed.

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.

Aboriginal Equity Admission

Self-declared Aboriginal applicants must meet Edwards Schools of Business minimum admission qualifications. Edwards School of Business may consider Aboriginal applicants whose average is within 5% of the program's competitive ranked average for admission, with a letter of intent demonstrating capacity to take on university-level studies. Aboriginal applicants admitted through this category will be required to present documentation supporting their Aboriginal self-declaration.

Associate Dean

Dean's Signature:



Date:

10/18/2016



2017-18 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 post-secondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Proficiency in English.
- **Special Mature Admission:**
 - First Nations, Métis or Inuit ancestry.
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or post-secondary 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 five high school subjects or on 18 or more transferable credit units.
- **Special (Mature) Admission: 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.
- **Aboriginal Equity Access Applicants: academic average and letter of intent– 100% weighting**
 - Self-declared Aboriginal applicants who fall within 5% of the competitive ranked admission average *may* be considered for admission by providing a letter of intent. Applicants considered through this admission category may be asked, to provide documentation supporting their self-declaration



2017-18 Admission Requirements

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 from a recognized and/or accredited post-secondary 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 coursework. 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 post-secondary courses have been completed.

Associate Dean
Dean's Signature:

Date:


10/18/2016.



2017-18 Admission Requirements

College: Engineering

Program(s): Bachelor of Science in Engineering (B.E.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - 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 five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum average of 70% in each of these courses.
 - Proficiency in English.
- **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).
 - 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.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in the College.
- **Special (Mature) Admission: 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.



2017-18 Admission Requirements

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 and/or accredited post-secondary institution, with an average of at least 60%.

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.

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 coursework. 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 post-secondary courses have been completed.

Dean's Signature:



Date:

October 20, 2016

2017-18 Admission Requirements

College: Engineering

Program(s): Certificate in Professional Communication

Admission Qualifications:

- **Regular Admission**
 - Successful completion of high school
 - Completion RCM 300.3 or an approved equivalent
 - 60% average in the most recent 18 credit units of completed coursework
 - Completed at least 60 credit units of post-secondary studies
 - Proficiency in English.

Selection Criteria:


- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in the College.

Categories of Applicants:

Regular Admission


Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Dean's Signature:


OCT 21 2016

Date:

Director's Signature:


OCT 21 2016

Date:

2017-18 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Master's Degree

Admission Qualifications:

- All applicants 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 the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 70% (UofS 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	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 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%

2017-18 Admission Requirements

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 applicant has studied or worked recently;
 - OR with the approval of the 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.

Dean's Signature:

Martha Smith-Norris, Acting Assoc. Dean

Date:

21 Oct. 2016

2017-18 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Post-Graduate Degree Specialization Certificate

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A Master's degree or equivalent from a recognized university in an academic discipline relevant to the proposed field of study.
 - A cumulative weighted average of at least 70% (UofS grade system equivalent) in all graduate coursework completed for the Master's degree.
 - When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each	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 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%

2017-18 Admission Requirements

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 applicant has studied or worked recently;
 - OR with the approval of the 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.

Dean's Signature:

Martha Smith-Norris, Acting Assoc. Dean.

Date:

21 Oct. 2016

2017-18 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Ph.D. Degree

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A Master's degree or equivalent from a recognized university in an academic discipline relevant to the proposed field of study.
 - A cumulative weighted average of at least 70% (UofS grade system equivalent) in all graduate coursework completed for the Master's degree.
 - When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each	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 remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of coursework 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%

2017-18 Admission Requirements

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:
 - ii. Three confidential letters of recommendation from persons under whom the applicant has studied or worked recently;
 - OR with the approval of the CGSR, other criteria which may include one or more of the following:
 - iii. An entrance interview;
 - iv. 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:
 - iii. 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.
 - iv. 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.

Dean's Signature:

Martha Smith-Wallis, Acting Assoc. Dean

Date:

21 Oct. 2016

2017-18 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Postgraduate Diploma

Admission Qualifications:

- All applicants 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 the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 65% (UofS 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	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 remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of coursework 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%

2017-18 Admission Requirements

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 applicant has studied or worked recently;
 - OR with the approval of the 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.

Dean's Signature:

Martine Smith-Norris, Acting Assoc. Dean

Date:

21 Oct. 2016

2017-18 Admission Requirements

College: College of Graduate Studies and Research

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

Admission Qualifications:

- All applicants 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 the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 80% (UofS 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	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 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%

2017-18 Admission Requirements

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 applicant has studied or worked recently
 - OR with the approval of the 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.

Dean's Signature:

Muntha Smith-Waris, Acting Assoc Dean

Date:

21 Oct 2016

2017-18 Admission Requirements

College: Kinesiology

Program(s): Bachelor of Science in Kinesiology [B.Sc. (Kin.)]

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas:
 - **Natural Sciences:** Biology 30 and Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30 (recommended)
 - Proficiency in English.
- **See Selection Criteria below: Regular Admission*
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas:
 - **Natural Sciences:** Biology 30 and Chemistry 30 or Physics 30
 - **Mathematics:** 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 post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic record – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in college.
 - Physical Education (PE) 30 may be used in the calculation of the five subject high school average if including it advantages the applicant.
 - PE 20 can be used in the calculation of the of the five subject high school admission average if the student has not taken PE 30; however, PE 30 must be taken in semester 2.
- **Special (Mature) Admission: 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.



2017-18 Admission Requirements

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 and/or accredited post-secondary institution, with an average of at least 60%.

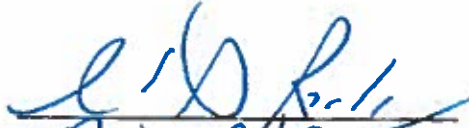
Special (Mature) Admission

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 coursework. 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 post-secondary courses have been completed.

Aboriginal Equity Admission

Five first-year seats (in addition to the non-equity seats), are designated for admission for direct and transfer entry in the college for students of Canadian Aboriginal descent. Students are required to see the college Academic Advisor and provide proof of Aboriginal ancestry.

Dean's Signature:


Oct. 18 / 2018

Date:



2017-18 Admission Requirements

College: 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 College of Law Admissions Committee, and in exercising this discretion; the Committee considers the following criteria:

- 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.
- LSAT score - 50% weighting
- Personal statement

Categories of Applicants:

Regular Admission

There is no resident requirement, but the college 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 the University of Saskatchewan or partner currently living in Saskatoon area.

Aboriginal Admission

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 applicants will be required to complete the PLSNP as a condition of their admission to the College of Law, all Aboriginal applicants, 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 college admissions committee.




2017-18 Admission Requirements

Special Admission

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 seats are 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:



Oct 21, 2016

Date:



2017-18 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 four-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 Admissions Program) must complete the Medical College Admission Test (MCAT) prior to the application deadline.
- For application for fall of 2016 for entry fall of 2017, no minimum MCAT section or sum scores will be required to apply. MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2016 for entry fall of 2017 are from 2013.
- The Admissions Committee, in assessing an individual's application, will review the MCAT section scores for consistency and for concordance of the MCAT total score percentile with the individual's university academic average (UAA). Inconsistency within the MCAT section results, or discordance between the MCAT total score percentile and the UAA (e.g., MCAT result unexpectedly low based on the UAA), can serve as grounds for the Admissions Committee to remove an individual's application from further consideration.
- While pre-requisite 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 (including those eligible to apply through the Aboriginal Admissions Program) 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.
- Applicants in a non-direct entry college can apply if ≥90 credit units have been completed prior to application. At least 120 credit units must be completed by the end of June prior to entry to the college.
- 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 applicants will be based on the MCAT total score along with a required minimum UAA of 83% over all coursework 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, 2016

2017-18 Admission Requirements

- Acceptable minimum sum on the revised MCAT (April 1, 2015 to September 30, 2016): 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 Behaviour ≥ 126 .
- While pre-requisite 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, coursework 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%.
 - The four year degree must be completed by the time of study of medicine starts. All remaining courses completed after the date of application must minimally average 83%.
 - 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 on 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 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 the first day of Orientation of the year of entry.

Categories of Applicants:

90% of first-year positions are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10% of first-year positions are available for qualified, self-identified First Nations, Métis and Inuit applicants through the Aboriginal Admissions Program (Note: these seats are included in the 90% allocated Saskatchewan positions)



2017-18 Admission Requirements

Saskatchewan Residents

Applicants must be Canadian citizens 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 physically 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 of residency in the province.

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 October 1st of the year of application and obtained written approval prior to the application deadline to waive the three year requirement.

Individuals who have been in three years of full-time study at the University of Saskatchewan or the University of Regina directly preceding the date of entry being sought are considered to be Saskatchewan residents.

Applicants who meet the same criteria based on residency in Yukon, Northwest or Nunavut territory can apply as a Saskatchewan resident.

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 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 Admissions Program

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 Aboriginal Admissions seats open to out-of-province applicants of Aboriginal descent accepted through the Aboriginal Admissions seats each year. Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the Aboriginal Admissions pool.

Dean's Signature:

Date:

October 20, 2016



2017-18 Admission Requirements

College: 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.

**Nutrition, anatomy and physiology, and microbiology pre-requisites must have been completed no more than 10 years prior to admission.*

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

Selection Criteria:

- Academic Record – 100% Weighting
 - Average is calculated on the most recent 60 credit units of coursework towards a degree.
 - All courses towards a degree within each academic year must be included.
 - Coursework completed between January and April prior to May 1 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.
- Program Reference Form – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.
- Other credentials to be submitted after admission
 - Respiratory Protection Fit Testing (Due date to be determined)

Due April 1st:

- Criminal Record Check and Vulnerable Sector Search (must not be dated more than 6 months prior to submission)
- Transferring Lifting Repositioning (TLR) course (Register by April 1)



2017-18 Admission Requirements

Due May 15th:

- CPR – C Certification and AED
- Standard First Aid Certification
- Immunizations
- Workplace Hazardous Materials Information System (WHMIS)

Categories of Applicants:

Regular Applicants

Applicants are admitted on the basis of the required post-secondary coursework. Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process.

Aboriginal Equity Access

16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.


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 average.
- 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 University Admissions and Transfer Credit Office by January 31.

Dean's Signature:



 Date: October 21, 2016



2017-18 Admission Requirements

College: 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:

- **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.
 - **Program Reference Form – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.**
 - **Other credentials to be submitted after admission**
 - Respiratory Protection Fit Testing (Due date to be determined)
- Due August 14th:**
- CPR – C Certification and AED
 - Standard First Aid Certification
 - Criminal Record Check and Vulnerable Sector Search (must not be dated more than 6 months prior to submission)
 - Immunizations
 - Workplace Hazardous Materials Information System (WHMIS)
 - Transferring Lifting Repositioning (TLR) course (Register by August 14)



2017-18 Admission Requirements

Categories of Applicants:

Regular Applicants

Applicants are admitted on the basis of the required post-secondary coursework. 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. Applicants who select to study in Northern Saskatchewan must be residents of that area according to provincial geographical definition.

Aboriginal Equity Access

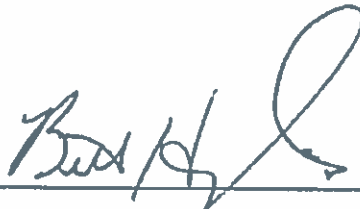
16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.

Transfer Students

Like regular applicants, transfer applicants are admitted on the basis of post-secondary work and must meet the same admission average.

Any transfer credit given for prior Nursing courses will be determined by the College of Nursing.

Dean's Signature:



Date:

October 21, 2016



2017-18 Admission Requirements

College: Pharmacy & Nutrition

Program(s): Doctor of Pharmacy (PharmD.)

Admission Qualifications:

- **At least 60 credit units of coursework 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
 - Chemistry 255.3 (Organic Chemistry II) or equivalent
 - English 110.6 OR 6 credit units from English 111.3, 112.3, 113.3 and 114.3 or equivalent
 - Biomedical Sciences 200.3 (Biomolecules) or equivalent
 - Biomedical Sciences 230.3 (Metabolism) or equivalent
 - Physiology 208.6 (Human Body Systems) or equivalent
 - Mathematics 125.3 (Mathematics for the Life Sciences) or equivalent
 - Statistics 246.3 (Biostatistics) or equivalent
 - Biomedical Sciences 210.3 (Microbiology) or equivalent
 - Nutrition 120.3 (Basic Nutrition) or equivalent
 - Electives: 9 credit units general electives
 - Electives: 6 credit units from psychology, sociology, native studies, or philosophy
- **Test of Critical Skills**
- **Personal Video Interview**
- **Proficiency in English**

Selection Criteria:

Ranking for admission is based on academic performance and personal qualities.

- **Academic Record – 60% Weighting**
 - The admission average is based on the 60 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)
- **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.
- **Personal Video Interview – 10% weighting**
 - Personal interview that will be conducted as a video interview. Applicants 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.

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



2017-18 Admission Requirements

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 RCMP 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 to Pharmacy & Nutrition.

Non-Saskatchewan Canadian Residents and International Applicants

Up to 14 of 90 positions may be offered to out-of-province and international applicants.

Education Equity Program – Saskatchewan Residents

A maximum of four spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-pharmacy years with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

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.

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:

A handwritten signature in black ink, appearing to read "J. M. Schuchman", written over a horizontal line.

Date:

Oct 20, 2016



2017-18 Admission Requirements

College: Pharmacy & 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 credit units 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
 - Psychology or Sociology: 6 credit units
 - Electives: 6 credit units general electives
- Test of Critical Skills
- Personal Video Interview
- Proficiency in English

Selection Criteria:

Ranking for admission is based on academic performance and personal qualities.

- 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)
- 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.
- Personal Video Interview – 10% weighting
 - Personal interview that will be conducted as a video interview. Applicants 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.

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 RCMP 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 to Pharmacy & Nutrition.





2017-18 Admission Requirements

Non-Saskatchewan Canadian Residents and International Applicants

Up to four of the 28 positions may be offered to out-of-province and international applicants.

Education Equity Program – Saskatchewan Residents

A maximum of two 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.

Special Admission Category

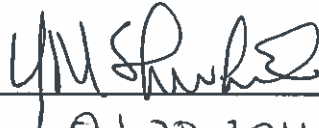
One Saskatchewan student may be admitted under special circumstances or for compassionate reasons.

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.

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:

Oct 20, 2016



2017-18 Admission Requirements

College: Veterinary Medicine

Program(s): DVM

Admission Qualifications:

- **60 credit units of pre-veterinary courses (at least two years)**
 - Biology: 6 credit units
 - Chemistry: 6 credit units
 - English: 6 credit units
 - Mathematics and Statistics: 6 credit units
 - Physics: 3 credit units
 - Organic Chemistry: 3 credit units
 - Biochemistry: 3 credit units
 - Genetics: 3 credit units
 - Introductory Microbiology: 3 credit units
 - Electives: 21 credit units
- **Minimum cumulative average of 75% in all university courses**

Selection Criteria:

Up to 78 students are admitted to 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.

- **Academic Record**
 - At least two years of university courses are required to complete the pre-requisite course requirements.
 - Applicants must have a minimum cumulative average of 75% to be considered.
- **Interview**
 - Applicants are selected for interview based primarily on their academic performance.
- **References**
 - Two references are required: one must be a veterinarian, while the other must have an animal related or agricultural background.
- **Selection of Students**
 - Applicants 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**

2017-18 Admission Requirements

Saskatchewan 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 WCV's December 1 application deadline.

Yukon, Nunavut, and Northwest Territories Resident

Because Yukon, Nunavut, and the 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.

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 WCV requires proof of Aboriginal ancestry that must be provided at the time of application.

A certified copy of the one of the following cards:

- ☐ Indian Status or Treaty Card
- ☐ Métis Membership Card
- ☐ Nunavut Trust Service Card
- ☐ Inuit roll number

Dean's Signature:



Date:

Nov 16

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: November 17, 2016

SUBJECT: Recent approvals by Academic Programs Committee:

- **Project-option in the Master of Science (M.Sc.) in Large Animal Clinical Science program**
- **Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)**
- **Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.) programs**

COUNCIL ACTION: For information only

SUMMARY:

1. Project-option in the Master of Science (M.Sc.) in Large Animal Clinical Science program

A program-option in the Master of Science (M.Sc.). in Large Animal Clinical Science program was approved at APC's October 26, 2016 meeting. The program-option will be targeting students interested in clinical practice and become board certified clinicians, while the existing thesis-based M.Sc. program will continue to have a research focus. Students currently interested in clinical training enroll in the M.Vet.Sc program, which is a recognized designation in Canada, but is less well-known internationally. This new project option will allow students seeking clinical experience to receive an M.Sc. degree, and the M.Vet.Sc. in Large Animal Clinical Science will be phased out.

2. Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)

A number of changes to the Nurse Practitioner Graduate Programs were approved at APC's October 26, 2016 meeting. Firstly, the name of the major was changed from "Nursing" to "Nurse Practitioner" to allow "Nurse Practitioner" to appear on students' parchments. Approval of the change of name of a major is the purview of APC. Changes were also made to the credit-unit weighting of one required course (Advanced Health Assessment), reducing it to 3 credit units to better align with other courses in the program. Also, NURS 993, originally envisioned as a capstone writing class, was deleted, as graduate-level writing now occurs throughout the program. These two changes reduce the overall credit units for the M.N. in Nurse Practitioner program to 33 from 39, and reduce the PGDSC from 30 to 27.

Finally, a change in the promotion standards for this graduate program was approved at the college-level and was reported to APC for information; students will now require a 70% minimum grade in order to progress in the program.

3. Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.) programs

The deletion of the Soil Science field of study for the M.Ag and P.G.D. programs was approved by APC at its October 5, 2016 meeting. The program has had very low enrollment, with just one student enrolled in either program over the last five years. The M.Sc. and PhD programs in Soil Science continue to be highly subscribed.

ATTACHMENTS:

1. Project Option in the Master of Science (M.Sc.) in Large Animal Clinical Sciences program
2. Changes to the Nursing Practitioner Graduate Programs
3. Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.) programs.

Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: John Harding, Grad Chair, Department of Large Animal Clinical Sciences

From: Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

Date: October 19, 2016

Re: New project option in the Master of Science in Large Animal Clinical Sciences

In September 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research considered the request to implement a project option in the Master of Science program in Large Animal Clinical Sciences. Program proponents had conducted much consultation with the CGSR prior to program submission.

The rationale for introducing the new project-option is to provide advanced clinical training through a recognized graduate degree program. Currently advanced clinical training is provided through a Master of Veterinary Science (MVetSc) degree program. Internationally, the MVetSc is not recognized. These proposed changes have been recommended in programmatic reviews. The MVetSc will be phased out in the near future.

Please note that Institutional Planning and Assessment has been consulted regarding the proposed standard graduate per-term tuition rate, consistent with the existing thesis-based option. They have indicated that tuition rate would be acceptable, and no further consultations would be required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the the new project option in the Master of Science in Large Animal Clinical Sciences. We are now seeking to have the option supported by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- The full proposal
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: September 15th, 2016

Re: Large Animal Clinical Sciences – new project option in Master of Science program

Members of the Executive Committee of the College of Graduate Studies and Research met on September 15th, 2016 to consider the recommendation from the Graduate Programs Committee to approve the new project option in Master of Science program in the Department of Large Animal Clinical Sciences.

The following motion was carried:

“To approve the new project option in the Master of Science in Large Animal Clinical Sciences.” Smith/Racine carried

Questions about arose the tuitions of the program. The committee was satisfied with the discussion.

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Martha Smith-Norris would be happy to respond.



Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. John Harding, Grad Chair, Large Animal Clinical Sciences
Dr. John Campbell, Head, Large Animal Clinical Sciences

From: Graduate Programs Committee, CGSR

Date: September 12, 2016

Re: New project-option in the Master of Science in Large Animal Clinical Sciences

The Graduate Programs Committee met on September 6, 2016, and reviewed the proposal to introduce a project-option in the Master of Science program in Large Animal Clinical Sciences.

It was noted that internationally it was common to have project-based Master of Science programs in veterinary sciences. One of the goals of implementing the new program option would be to phase out the Master of Veterinary Science (MVetSci) degree option which does not have international recognition.

The new program includes improved administrative efforts that are expected to improve the student experience, and allow for improved assessment of clinical competencies.

The proposed program had been recommended in the Graduate Program Review, and it had been recommended in the earlier Systematic Program Review.

The Graduate Programs Committee members indicated that the proponents had done a thorough job of identifying the program objectives and explaining the rationale. The following motion was passed:

Motion: *To approve the new project-based Master of Science option in Large Animal Clinical Sciences.*
Eglington/Simonson CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Project based (non-thesis) Master of Science for clinical residents of the Department of Large Animal Clinical Sciences, WCVM

Degree(s): Master of Science

Field(s) of Specialization: Large Animal Clinical Sciences

Level(s) of Concentration: Clinical disciplines (theriogenology, internal medicine, surgery, field service)

Option(s): project-based (non-thesis)

Degree College: College of Graduate Studies and Research

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

- John Harding, Professor and Graduate Chair, 306-966-7070 (T); 306-966-7159 (F);
john.harding@usask.ca
- John Campbell, Professor and Department Head, 306-966-7158 (T); 306-966-7159 (F);
john.campbell@usask.ca

Proposed date of implementation: September 1, 2017

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

The department of Large Animal Clinical Sciences wants to initiate a new "project-based" (non-thesis) Master of Science graduate degree program, to replace its

present Master of Veterinary Science (MVetSc) degree. As far back as the department's Systematic Program Review in 2005-2006, our MVetSci has been criticized for its lack of international recognition. The concern was re-emphasized in the department's Graduate Program Review in the 2015-2016 academic year. The new program will address this issue, as well as implement a more formal mechanism of assessing clinical competency. One of the weaknesses of our present MVetSc program is that each student has two separate advisory committees for assessing clinical competency and research progress respectively. Concerns and/or priorities of one are not necessarily shared with the other, leaving students with competing advice and priorities at times. Thus, an additional objective of the new program is to merge the supervisory committees into one, thus improving communication at all levels. Finally, this program has an extensive clinical component requiring each students spends 40+ weeks "on clinics" working with client-owned patients. Although completion of a research project will be required, most students entering the program are clinically motivated with neither the time nor interest in completing a research intensive degree. For this reason, the department faculty are not in favour of replacing the MVetSc with a thesis-based MSc program. That being said, students who do have interest and capability of increasing their research intensity will have the option of transitioning to a thesis-based MSc program within the department.

- b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

Like the existing MVetSc program, the proposed project-MSc program will align with the department's mission: *to educate veterinarians and veterinary students, conduct research, publish scholarly work on health and management of large animals with ultimate goal of improving the health and prosperity of Canadian society, and also with the WCVM's core missions: To act as a centre of veterinary expertise and To act as a centre of veterinary research.* In terms of alignment with the University's strategic priorities identified in the Third Integrated Plan (<http://www.usask.ca/vpresearch/workshop/areas.php>), the new program aligns most closely with #2) *Agriculture: Food and Bioproducts for a Sustainable Future*, and to a lesser degree with #4) *One Health: Solutions at the Animal-Human-Environment Interface*.

- c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The program will be specific to clinical residents who have graduated from Canadian and international veterinary colleges, and will be critical for their preparation for specialty board certification in their chosen discipline (surgery, internal medicine, theriogenology, field service).

- d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

The Ontario Veterinary College (OVC) has a similar, non-thesis, course work MSc programs offered by the Department of Population Medicine (in epidemiology; <https://ovc.uoguelph.ca/population-medicine/graduate-programs/msc>) and Department of Clinical Studies (clinical; <https://ovc.uoguelph.ca/clinical-studies/graduate-programs>). OVC also offers a Doctor of Veterinary Science (DVSc) program in clinical studies (URL above). The project-based MSc program proposed herein is a hybrid of both; capturing the clinical work of the DVSC and the modest

research project of the course-work MSc. The University of Calgary College of Veterinary Medicine does not offer a clinical program. The Atlantic Veterinary College offers a MVetSc program which is linked to a residency in clinical and non-clinical disciplines (<http://www.upei.ca/programsandcourses/master-veterinary-science>). It is similar to our existing MVetSc program. The LACS department anticipates terminating the existing MVetSc when the last students in the program have either graduated or transferred to the new program.

2. Admissions

a. What are the admissions requirements of this program?

- Doctor of Veterinary Medicine (DVM) or equivalent, contingent on acceptance by CGSR
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Proof of English proficiency for international applicants and for applicants whose first language is not English.
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.
- Completion of an internship program at an accredited institution or a least one-year equivalent of experience in veterinary practice.

3. Description of the program (clinical and research)

a. What are the curricular objectives, and how are these accomplished?

The goal of the proposed project-based MSc program is to provide clinical residency training in medicine, surgery, theriogenology, or field service, along with introductory research training to enhance clinical decision-making and the adoption of evidence-based medicine.

The program will provide equal emphasis on clinical skills development and clinical research under a single supervisor to ensure the students are competent at both. Standardized methods of clinical evaluation and assessment will be implemented across the four clinical disciplines to help ensure consistency among all clinical students in the LACS department.

During or upon completion of the program, students are expected to complete board certification by one of following organizations based on their chosen discipline:

- American College of Veterinary Internal Medicine (ACVIM)
- American College of Veterinary Surgery (ACVS)
- American College of Theriogenology (ACT)
- American Board of Veterinary Practitioners (ABVP)

Research projects will be in an applied, clinical discipline, and will be of size and scope enabling completion in approximately 2 semesters of fulltime work. Ensuring some consistency in the size and scope of the research is an additional objective of the proposed program. The supervisor and student will mutually determine the area of research.

In Canada, MVetSc programs are offered by WCVm and UPEI only. The degree has limited international recognition. A final goal of the new program is to provide students with a degree that is more globally recognized and commensurate with the depth of clinical and research training obtained during their clinical residency.

- b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.* The graduate program will combine self-directed learning, formal and informal instruction, hands on clinical training, and research. As in any graduate training program, students will be required to take an active role in the delivery and direction of their program, and will seek and accept guidance from a formal advisory committee. Formal instruction may include lectures, seminar and field training to expand the student's knowledge within a chosen discipline. A substantial portion of time will be spent working in the clinics within the Veterinary Medical Centre; within WCVm, on farm calls, or both. Case logs will be maintained as required by the various specialty board organizations. During weekdays and after hours, the training will be directly supervised by senior clinicians of the Department LACS. This program will not be delivered in a distributed format due to intensive clinical training on client animals and required supervision.

- c. Provide an overview of the curriculum mapping.*

Students completing the program will have obtained credit for the following courses:

Mandatory non-credit courses:

- GSR960 and either GSR 961 or GSR 962 (online)
- Safety Orientation for Employees (Safety Resources online)
- Biosafety (Safety Resources online)
- Completion of Laboratory Safety if working in a BSL2/CL2 laboratory (Safety Resources online)
- VLAC 992 (enrolment in each academic term of program)
- VLAC 990 (enrolment in each academic term of program)

Credit courses (30 cu total)

- **Clinical competency (12 cu):** completion of Advance Clinical Practice I, II and III in years 1, 2, 3, respectively (2 cu per semester x 3 years with interim grade given at the end of term 1 and final grade assigned at end of term 2). These are the core clinical course through which the students' progress in obtaining the clinical skills and judgement required for specialist certification are assessed. The requirement to complete these courses helps to differentiate this proposed MSc program from our existing MVetSc.
- **Foundational knowledge and research (18 cu):** 6 x 3 cu courses in areas approved by the students' advisory committees. These courses will typically include core courses in the clinical discipline (i.e. Advanced Surgery, Advanced Medicine) as well as courses essential for completion of the research project (Biostats I, Clinical Trial Design and Analysis, etc). Courses will be offered within the Department, in other departments of the WCVm, or other units on campus as

required. Additional courses may be allowed if deemed essential for the student's program of studies, provided the student has demonstrated satisfactory progress in their research and clinical work.

Supervision and mentoring

Supervisory support is essential in the completion of any graduate degree. Each student will have two advisory committee meetings per year (May, Nov), each year of your program. One week prior to each meeting, the student will prepare and distribution of the updated LACS Grad Student Document outlining the progress they have made in the preceding 6 months, and their workplan for the subsequent 6 months. Up to now, the advisory committee meetings conducted by LACS have only focused on research progress. As previously stated, for the new program, we propose to streamline by combining the research and residency advisory committees into one.

Manuscript and final examination

Students are required to preparation a publication-quality manuscript which may, but is not required, to be submitted for publication at time of final examination. The manuscript must be properly formatted for an appropriate target journal.

Students will give a public seminar pertaining to their research, and pass final examination encompassing the research project and topics related to their clinical residency.

Timelines

Students are expected to complete their clinical residency and MSc degree in three years, except for surgery students, who require 4 years in order to obtain sufficient surgical cases to fulfil board certification requirements.

- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Skills and knowledge will be obtained in a number of learning environments. Working on client-owned animals in the VMC clinics or on farm will provide the opportunity to apply foundation knowledge, problem solve, and synthesize clinical data from a number of sources (history, physical examination, diagnostic data, etc). Critical thinking skills will be further developed during daily and weekly case rounds, journal clubs and student seminars which will be discipline specific. The completion of a modest clinical research project will provide opportunities for formulating research questions, designing experiments, developing data collection plans, and analyses and interpretation of data. Students may, depending on the situation, be directly involved in any required laboratory analyses. Required laboratory techniques training will be provided formally through calendar course offerings, or informally by working with supervisors or laboratory technicians supported by the college. A critical review of research results will be conducted by peers, supervisors/examiners, and external reviewers at the end of the student's program.

- e. *Explain the comprehensive breadth of the program.*

The breadth of the proposed program will be similar to the LACS' MVetSc program. Clinical training and research will be focused on one of four disciplines: large animal surgery (mainly equine), large animal internal medicine (equine, bovine, small ruminant), large animal theriogenology (mainly bovine, equine), and field service (beef, dairy, equine). During their program, students will work towards fulfilling the

requirements of board certification. Final board exams will be towards the end of their clinical residency period, or after completion of their degree. The dates and requirements are set by the respective certification organizations.

- f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

Discovery Goals

While formal instruction will be an important part of the training program, a substantial focus will be on the development of self-directed learning in both clinical and research environments. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought.

Knowledge Goals

The combination of formal instruction, and its application in clinical and research settings will provide comprehensive specialty training in the students' chosen discipline. Veterinary medicine, by nature, provides ample opportunity for cross-species and cross-disciplinary training. Judgement, especially when under pressure, will be a fact of life for clinicians dealing with life and death situations.

Integrity Goals

Veterinary medicine is a highly regarded profession, largely because of the high standards of trust and integrity that are maintained by the self-regulating profession. Maintenance of high moral and ethical standards is the guiding principle interwoven into most daily clinical activities. The Saskatchewan Veterinary Medical Association will serve as an external organization through which ethical standards and morals will be assessed if called into question. Similar principles apply to the development of research techniques, analyses and interpretation. The peer-review process, whether internal or external, should help to maintain research integrity and judgement.

Skills Goals

Communication skills will be developed and assessed on an ongoing basis. On the clinical side, students must communicate directly with owners on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. On the other hand, communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of their post-graduate degree.

Citizenship Goals

The WCVI is an ethically diverse college that provides an opportunity to learn and work with experts from around the world. Moreover, the departmental faculty strives to reach out to the international community by way of conferences, research exchanges, and other work with industry and international groups. These, and our efforts strengthening the human-animal bond, contribute to a sense of satisfaction in society.

- g. *Describe how students can enter this program from other programs (program transferability).*

Students entering the proposed MSc will require a degree in veterinary medicine, and an internship or at least one-year experience in clinical practice. Application may be made directly to the department or through the Veterinary Internship and Residency Matching Program (VIRMP). Once accepted, students will generally stay within the program. Opportunities for transfer into and out of the program from other universities or college units are very limited. That being said, students who desire more challenge in research may transfer to a thesis-based MSc program, while remaining in the clinical residency with the permission of their supervisory committee.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

The ultimate success of this program will be evaluated based on the proportion of students who successfully achieve board certification during or within 1-2 years of graduation. Moreover, a high proportion of students are expected to be first (lead) authors on the manuscripts published in respected journals in their discipline.

- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The MSc program is not certifiable *per se*, but the residency training programs in internal medicine, surgery and theriogenology are accredited by the certifying organizations.

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

This proposed project-based MSc program will replace our the existing MVetSc program, which will be phased out as soon as all present students have graduated or transferred to the new program. Provided the project-based MSc program starts September 1, 2017, we anticipate the MVetSc will be phased out by September 1, 2018. The proposed program is similar to the MVetSc offered by SACS, but is different from all other thesis-based MSc programs offered at WCVM. It is less research intensive, has a substantial requirement for clinical training, and does not require the completion of a thesis.

- b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

Consultation has largely been within the department at this time. Discussions began during the preparations for the GPR in fall 2015, and have intensified as we implement change related to the recommendations of external reviewers. Each of the clinical sections (large animal medicine, surgery, theriogenology, field service) have been directly involved with the development of the new program.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please*

give special consideration to pre- and co-requisite requires when including courses from other colleges.

None applicable

- d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

No consultations at this time. The library has provided adequate support for the MVetSc program, and no change is anticipated.

- e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

None applicable.

5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

Across all disciplines 10-12 faculty instructors will be involved in the delivery of the Advanced medicine/surgery/theriogenology courses, that are specific to the clinical training. These courses have all been taught in the present MVetSc program. One of the unique features of this new program is the development of the Advanced Clinical Practice course, which will provide a formal means of assessing clinical competency and dealing with any incompetencies that arise. The same number of instructors will be involved in the delivery of this course. Clinical residents may also enrol in calendar courses taught by other LACS faculty. Courses in biostatistics and epidemiology would be of particular interest.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

As preciously discussed, we anticipate the MVetSc program will be discontinued within 12 months.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

No impact. Teaching assignments were part of the MVetSc program and are not likely to change.

- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

No impact. Budgets allocations will be similar to those for the MVetSc program.

- e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Not applicable

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable

- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Two primary pools managed by the WCVM Associate Dean Research will provide student salary support:

- Interprovincial Graduate Student Fellowship (IPGF) provides \$30-\$35K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program
 - WCVM Professional Earnings Pool (PEP): provides similar funding to the IPGF scholarship for international students enrolled in residency programs at the WCVM who do not qualify for the IPGF
 - WCVM Equine Health Research Fund: provides salary support for surgery residents, accessible through competitive grant competitions.
 - Operating funds for research projects will be provided by supervisors, and obtained through competitive research grants or new faculty start up funds.
- h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors)*

Standard tuition rates established by CGSR for all Canadian and international graduate students apply.

- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

We do not anticipate any changes are required with regard to the tuition model that is currently used for the MVetSc program.

- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

No change required (compared to MVetSc program).

- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

No change required (compared to MVetSc program).

- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

No change required (compared to MVetSc program). Across all clinical disciplines, the department typically has 8-10 clinical residents at any one time (all years of the program).

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

No change required (compared to MVetSc program).

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

No change required (compared to MVetSc program).

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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

Consultation Forms

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Appendix 1: Catalogue entry

Master of Science (M.Sc.) – Project-option

Admission Requirements

- D.V.M. or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.
- Completion of an internship program at an accredited institution or a least one-year equivalent of experience in veterinary practice

Degree Requirements

Students must maintain continuous registration in the 992 course.

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- a minimum of 30 credit units:
 - 12 cu pertaining to clinical competency, as approved by the advisory committee
 - 18 cu pertaining to research and discipline-specific, foundational knowledge, as approved by the advisory committee
- VLAC 992.0
- VLAC 990.0



August 9, 2016

Dr. Adam Baxter-Jones
College of Graduate Studies and Research
University of Saskatchewan
Room C180 Administration Building
105 Administration Place
Saskatoon Sk S7N 5A2

Dear Dr. Baxter-Jones

The Dean's Group of the Western College of Veterinary Medicine (WCVm) has reviewed the enclosed material and discussed the matter at our meeting on August 2, 2016. The group unanimously supports the decision of the Department of Large Animal Clinical Sciences (LACS) to move from the existing MVetSc to a new non-thesis, project-based MSc. The decision is based on strong supporting evidence from the two external reviews; Systematic Program Review in 2005 and Graduate Program Review in 2015. It is also based on the lack of international recognition for the MVetSc and the inherent problems generated by students being overseen by two committees during their clinical residencies.

The proposed project-based MSc manages to combine all the advantages of the old MVetSc program while addressing the concerns raised by the department and the teams conducting the external review. The proposal builds on the successes of the old program and will not incur any additional costs or faculty time. This proposal demonstrates only positive outcomes with no identified negative issues.

Sincerely,

Dr. Chris Clark
Acting Associate Dean (Academic)

Encls.

Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Janet Luimes, Acting Director, Nurse Practitioner Program

From: Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

Date: October 19, 2016

Re: Changes to Nurse Practitioner graduate programs – Postgraduate Specialization Certificate and Master of Nursing

In September 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research considered requested changes to the Nurse Practitioner Graduate Programs. The changes had been approved by the College of Nursing in June 2016.

The proponents provided a comprehensive package detailing Nurse Practitioner programming. To summarize, the changes and rationales are as follows:

1. On the Master of Nursing (MN) program, to change Nurse Practitioner from a concentration to a major/field of specialization, and to add the concentration "Primary Health Care". The rationale for these changes is to provide a more accurate and reflective academic record for students completing the advanced nursing practice education provided in the Nurse Practitioner Master's program. Nurse Practitioner is the existing major/field of specialization on the Postgraduate Degree Specialization Certificate (PGDSC). This change also will enable the institution to provide accurate reporting data to the Saskatchewan government providing funding for Nurse Practitioner training. It is expected that additional concentrations will be introduced in the future.
2. The MN program will have a 6 cu reduction to total requirements. As it is the standard grad course-based tuition, that results in a total tuition reduction for the program of \$1260.60 (based on current domestic rates). [\$210.10 per cu X 39 cu current = \$8,193.90 versus \$210.10 per cu X 33 cu proposed = \$6,933.30 for a total reduction of \$1,260.60]. The credit unit reduction is a result of changing the required *Advanced Health Assessment* course to a 3 credit unit course from a 6 credit unit course. The reduction on the course credit is to align the course with other course credit weighting of 13 instructional hours per credit unit. The other 3 credit units being reduced is with the elimination of the *Publishable Paper* requirement. A final capstone writing requirement has been found to be unnecessary as the objectives are being satisfied through writing requirements in other required courses.
3. The PGDSC program will have a 3 cu reduction to total requirements. As it is the standard grad course-based tuition, that results in a total tuition reduction for the program of \$630.30 (based on current domestic rates). [\$210.10 per cu X 30 cu current = \$6,303 versus \$210.10 per cu X 27 cu proposed = \$5,672.70 for a total reduction of \$630.30]. The credit unit reduction is a result of the credit unit change on the *Advanced Health Assessment* course mentioned above.
4. For the required clinical courses, NURS 880, NURS 888, and NURS 878, students receiving final marks in the range of 60%-69% will receive an N grade, and will be required to repeat. (Note that a minimum pass in CGSR is 60%.) This change is being made as a result of the high stakes nature of the competencies evaluated in clinical



UNIVERSITY OF SASKATCHEWAN

courses. Nurse Practitioners have the authority to independently diagnose and manage common medical disorders, and they have legal authority to prescribe drugs. They also perform minor surgical and invasive procedures. A high proficiency in those course competencies is necessary.

Please note that Institutional Planning and Assessment has been consulted regarding the overall reduction to program tuition noted in numbers 2 and 3 above. They have indicated that as the credit unit reductions are minor, and the tuition rate on the courses will not change, further analysis is not required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the changes to the Nurse Practitioner programs. We are now seeking to have the changes supported by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- A summary mock-up of the changes to the programs and courses
- The full proposal including course syllabi
- The Consultation with the Registrar Form

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: September 15th, 2016

Re: Nurse Practitioner – changes to Master of Nursing and Postgraduate Degree Specialization Certificate

Members of the Executive Committee of the College of Graduate Studies and Research met on September 15th, 2016 to consider the recommendation from the Graduate Programs Committee to approve the changes to Master of Nursing and Postgraduate Degree Specialization Certificate.

The following motion was carried:

“To approve the changes to the Nurse Practitioner graduate programs.” Ferrari/Smith-Norris carried, 1 abstention

Questions about arose the four changes proposed. The committee was satisfied with the discussion.

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Martha Smith-Norris would be happy to respond.

Master of Nursing (M.N.): ~~(Course-Based—Nurse Practitioner—NP)~~
Primary Health Care Concentration

Admission Requirements

Degree Requirements

Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- ~~39-33~~ credit units, including the following:
 - [NURS 880.3](#)
 - [NURS 878.3](#)
 - [NURS 879.3](#)
 - [NURS 881.3](#)
 - [NURS 883.3](#)
 - [NURS ~~870.6884.3~~](#)
 - [NURS 885.3](#)
 - [NURS 886.3](#)
 - [NURS 888.3](#)
 - [NURS 892.3](#)
 - 3 credit unit 800-level Statistics, typically [NURS 818.3](#)
 - [NURS 990.0](#)
 - ~~[NURS 993.3](#)~~

Postgraduate Degree Specialization Certificate: Nurse Practitioner (P.G.D.S.C.)

The P.G.D.S.C. Nurse Practitioner is designed to emphasize specific areas of competence, as well as to provide the theoretical base and foundational underpinnings necessary to the understanding and performance of the nurse practitioner model of practice. Graduates of the P.G.D.S.C. subset will not be restricted to employment in the province of Saskatchewan. This quality of certification will not only benefit the individual student but will attract and accommodate students from across Canada, allowing for a much wider pool of applicants.

Admission Requirements

- meet the requirements for admission to the M.N. Nurse Practitioner Option
- completion of Masters or Ph.D. in Nursing or in a related discipline (education, health administration, public health) from a recognized university with a 70% average within that degree
- 3 credit units in each a graduate research methods and a graduate statistics course

Certificate Requirements

The certificate program could be completed in four terms of full time study. Part-time study is an option for all students with the exception of the periods of supervised clinical experience. Because all the courses are required, continuous registration may not be possible or required as part-time students may need to wait for a specific course to be offered. All courses are offered each year.

- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- a minimum ~~30-27~~ credit units, including:
 - [NURS 880.3](#)
 - [NURS 878.3](#)
 - [NURS 879.3](#)
 - [NURS 881.3](#)
 - [NURS 883.3](#)
 - [NURS ~~870-6884.3~~](#)
 - [NURS 885.3](#)
 - [NURS 886.3](#)
 - [NURS 888.3](#)

NURS ~~870.6~~884.3 — 1(2S-1P)**Advanced Health Assessment**

Builds on participants' skills and knowledge in the conduct of comprehensive and focused health assessment across the life span. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment skills. Required 5 days of onsite laboratory instruction at the U of S Saskatoon Campus will provide opportunities to practice comprehensive and focused health assessment and build on the health assessment skills needed for clinical practice as a Nurse Practitioner. This class includes 16 observational clinical hours as an introduction to the Nurse Practitioner role and the application of health assessment skills.

Prerequisite(s): Admission to ~~the Master of Nursing (M.N.) Primary Health Care~~ Nurse Practitioner ~~MN-NP Option or PGDSC certificate program, graduate program.~~

Note: Students with credit for NURS ~~884.3~~870.6 will not receive credit for this course. This course was labeled NURS ~~884.3~~870.6 ~~until from~~ 201305 ~~to~~ 201705.

Rational for proposed change: NURS 870.6 consists of 40 hours of lab and 39 hours of seminar. Reducing the total credit units from 6 to 3 is congruent with other courses within the College of Nursing with similar lab and lecture components. For example, NURS 203.3: Assessment and Components of Care II is a 3 credit unit course containing 39 hours of lab and 39 hours of lecture; NURS 202.3: Assessment and Components of Care I is a 3 credit unit course containing 33 hours of lab, 37 hours of lecture and 24 hours of clinical.

NURS 888.3 — 1(3S)**~~Nursing Therapeutics and~~ Practicum II Nursing Therapeutics and Advanced Management**

Using theory and practices, this course builds on NURS 880 and focuses on concepts of primary care management of complex, multidimensional health problems experienced within family, community and population contexts. The selection of clinical interventions, clinical decision making and evaluation of strategies will be stressed in relation to the primary health care nurse practitioner role. Within the practicum, students will also focus on developing knowledge of the roles of the interdisciplinary team in primary health care. Students are required to complete a minimum of 240 hours.

Prerequisite(s): NURS 880.

Rational for Name Change: This name change is proposed to better align the course name with the other practicum courses in the NP program, enhancing clarity and allowing for accurate data extraction on NP clinical courses. The names of the other practicum courses are: Practicum I Advanced Nursing Practice in Primary Health Care (NURS 880.3) and Practicum III Advanced Nursing Practice with Vulnerable Populations (NURS 878.3).



Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. Lorraine Holstlander, Director of Nurse Practitioner Program, College of Nursing
Professor Janet Luimes, Acting Director of Nurse Practitioner Program, College of Nursing

From: Graduate Programs Committee, CGSR

Date: September 12, 2016

Re: Changes to Nurse Practitioner Graduate Programs

The Graduate Programs Committee met on September 6, 2016, and reviewed the proposal to change the requirements for the Master of Nursing (MN) and Postgraduate Degree Specialization Certificate (PGDSC) Nurse Practitioner program options.

The proposal was to develop more specific programming and naming conventions for Nurse Practitioner programs on campus. The proponents had completed a very detailed proposal with a strong rationale.


It was noted that the proponents had ensured compliance with the Saskatchewan Registered Nurses Association requirements.

The Graduate Programs Committee passed the following motion:

Motion: *To approve the modifications to the Master of Nursing and Postgraduate Specialization Certificate programs in Nurse Practitioner. Eglington/McNair* CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc

 UNIVERSITY OF SASKATCHEWAN	Request for Change of Name
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This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Dr. Lorraine Holtslander

Date: August 26, 2016

College: Nursing

College approval date: June 8, 2016

Proposed effective date of the change: September 1, 2017

1. Proposed change of name

	From:	To:
College		
Department		
Program name	Master of Nursing	Master of Nursing
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)	Major: Nursing Concentration: Nurse Practitioner	Major: Nurse Practitioner Concentration: Primary Health Care
Course label (alphabetic)		
Building		
Street		
Other		

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- affect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

Program Update for Master of Nursing Course Based (Concentration: Nurse Practitioner) Program and Post Graduate Degree Special Certificate Nurse Practitioner Program

Please accept this program update for the College of Nursing Master of Nursing Course Based (concentration: Nurse Practitioner) program (MN-NP) and Post Graduate Degree Special Certificate Nurse Practitioner (PGDSPC-NP) programs. Since the inception of the College of Nursing Nurse Practitioner program in 2006, the program has evolved and undergone several approved changes by the College of Graduate Studies and Research (CGSR). These changes have been a result of attempts to enhance curriculum as well as update content to align with expansion of Nurse Practitioner (NP) scope of practice. The purpose of this update is to provide the CGSR with a consolidated document of current NP curriculum, as with the numerous changes that have occurred over the years it has sometimes been difficult to determine the current state of affairs within the program. This document will also propose changes to the NP program including: Removal of NURS 993.3 (Publishable Paper course); Reduction in the credit units for NURS 870.6 from 6 to 3 credit units; Reduction in total credit units for program from 39 to 33 credit units; and Course name change for NURS 888.3.

The update will begin by providing a brief overview of the NP role in order to provide context to the curriculum of the MN-NP and PGDSPC-NP programs. Next, curriculum for NP courses will be discussed. Finally, proposed program changes will be presented.

Background on Nurse Practitioner Role & Responsibilities

A Nurse Practitioner (NP) is a licensed registered nurse with additional educational preparation and experience who possesses and demonstrates the knowledge and skills to autonomously diagnose and treat common medical disorders, order and interpret diagnostic tests, prescribe pharmaceuticals and perform minor surgical and invasive procedures that are designated within their legislated scope of practice (Canadian Nurses Association, 2006; Registered Nurses Association of Saskatchewan, 2011). While NPs are a distinct health care profession, there is significant overlap in the roles and responsibilities performed by NPs and family physicians (i.e. diagnosing, prescribing, ordering & interpreting diagnostic investigations). Thus, there are many similarities in the knowledge and skills required of NPs and family physicians. It is important to note that NPs do not work under physicians but as autonomous practitioners who independently diagnose and manage common medical conditions. Studies have consistently found care provided by NPs is of safe, evidence-based, cost-effective and of equivalent quality to that of physicians (Horrocks, Anderson, & Salisbury, 2002; Swan, Ferguson, Chang, Larson & Smaldone, 2015). As such, NPs have demonstrated their significant value added to the healthcare system.

In Saskatchewan, NPs have a very broad scope of practice. They may diagnose and manage any common medical disorder, including prescribing any drug on the Saskatchewan Formulary that is required for management of the diagnosed medical concern. Given this great responsibility, it is imperative to ensure that the MN-NP and PGDSPC-NP program curriculum prepares and evaluates student knowledge and skill to safely assume the NP role.

Course Specific Updates

The following section contains an update on individual courses within the MN-NP and PGDSPC-NP programs. An overview of learning outcomes and evaluative measures for each course as well as an example course syllabus is provided.

Courses within the MN-NP and PGDSPC-NP programs may be divided into three categories: Graduate studies theory classes, NP specific theory classes, and NP clinical courses. Graduate studies theory courses taken by NP students include NURS 818.3: Statistical Methodologies in Nursing, NURS 892.3: Nursing Research and NURS 990.0: Graduate Seminar. No update or discussion will be presented on these courses as they are not NP specific courses but are taken as part of the general Masters of Nursing graduate program.

Each of the following NP Specific theory and clinical courses will be updated and discussed.

NP Theory Courses

NURS 883.3: Theory for Advanced Practice Nursing Roles in Primary Health Care
NURS 870.6: Advanced Health Assessment
NURS 879.3: Advanced Diagnostic Reasoning
NURS 881.3: Pathophysiology- Pharmacotherapy for Advanced Nursing Practice I
NURS 886.3: Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II
NURS 885.3: Nursing Therapeutics I Individual to Community

NP Clinical Courses

NURS 880.3: Practicum I: Advanced Practice Nursing in Primary Health Care
NURS 888.3: Nursing Therapeutics and Practicum II Advanced Management
NURS 878.3: Practicum III Advanced Nursing Practice with Vulnerable Populations

NP Theory Courses

NURS 883.3: Theory for Advanced Practice Nursing Roles and Primary Health Care

Description: This course will explore and evaluate theoretical aspects, issues and roles in Advanced Nursing Practice within the context of Primary Health Care.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry which includes independent reading, class discussions, course assignments, students will:

1. Understand the roles and responsibilities of advanced practice nurses including regulation and legislation related to the expanded scope of practice for nurse practitioners
2. Apply theory to advanced practice nursing
3. Discuss and evaluate roles and issues in Advanced Practice Nursing within the context of primary health care and social determinants of health.
4. Explore ethical, legal, leadership, policy and professional issues in advanced practice nursing

5. Expand knowledge of cultural safety and the determinants of health for Indigenous populations including historical, socio-cultural and political factors that impact Indigenous wellness
6. Increase knowledge of community assessment aspects of advanced practice.
7. Explore scholarly writing for publication including the importance for advancing the art and science of nursing, challenges and opportunities; and strategies for developing publications

Evaluative Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Evaluative components for NURS 883.3 may include the following: 2-3 Scholarly written assignments; Presentation (i.e. policy briefing, issues in nurse practitioner practice); Written examination (in-class or take-home); Other means deemed appropriate by faculty in evaluating learning outcomes

Example Syllabus: See Appendix A

NURS 870.6: Advanced Health Assessment

Description: Builds on participants' skills and knowledge in the conduct of comprehensive and focused health assessment across the life span. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment skills. Required 5 days of onsite laboratory instruction at the U of S Saskatoon Campus will provide opportunities to practice comprehensive and focused health assessment and build on the health assessment skills needed for clinical practice as a Nurse Practitioner. This class includes 16 observational clinical hours as an introduction to the Nurse Practitioner role and the application of health assessment skills. (No proposed changes to course description)

Credit Units: Currently 6 cu. Proposal to change to 3 cu

Rational for proposed change: NURS 870.6 consists of 40 hours of lab and 39 hours of seminar. Reducing the total credit units from 6 to 3 is congruent with other courses within the College of Nursing with similar lab and lecture components. For example, NURS 203.3: Assessment and Components of Care II is a 3 credit unit course containing 39 hours of lab and 39 hours of lecture; NURS 202.3: Assessment and Components of Care I is a 3 credit unit course containing 33 hours of lab, 37 hours of lecture and 24 hours of clinical.

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Perform advanced, comprehensive and focused health assessments
2. Recognize and critically analyze normal and abnormal health assessment findings in clients across the lifespan
3. Analyze and synthesize data from multiple sources to establish differential and working diagnoses

4. Adapt assessment tools and techniques with consideration for individual client needs, developmental stage, culture and evidence-based knowledge
5. Communicate client history, physical assessment findings, diagnosis and treatment plan with other members of the health care team in verbal and written format
6. Use evidence based knowledge in selection of assessment and screening tools

Evaluation Measures: As part of the evaluative components for NURS 870.6, during the onsite health assessment week at the beginning of the course students are required to demonstrate a head-to-toe examination, a form of objective structured clinical examination (OSCE). Students must obtain a grade of 70% or higher on the head-to-toe exam demonstration in order to pass NURS 870.6. The minimum passing grade of 70% on OSCE type examinations is consistent with other courses in the College of Nursing that have OSCE as a component of evaluation. The rationale for this higher, minimum passing grade when evaluating performance of clinical skills is related to the high-risk nature of students performing these skills incorrectly or unsafely (i.e. harming a patient).

Selection and weighting of evaluative components for NURS 870.6 will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Other course evaluation measures may include: Midterm exam; Final exam; Case studies; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix B

NURS 879.3 – Advanced Diagnostic Reasoning

Description: Building on Advanced Health Assessment, this course develops the student's knowledge of diagnostic reasoning for clinical practice. Using the assessment process students will develop an understanding of diagnostic tests and procedures that will address the investigation of common medical conditions across the life span.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Continue to develop and refine skills in performing advanced, comprehensive and focused health assessments
2. Analyze and synthesize data from multiple sources to establish differential and working diagnosis
3. Select appropriate diagnostic tests based on the pathophysiology of common medical conditions and based on their assessment findings
4. Support diagnostic reasoning with sound, evidence based rationale
5. Provide clear explanation to clients related to diagnostic testing
6. Communicate health assessment findings, diagnosis and treatment plan appropriately in verbal and written format

7. Adapt assessment tools and techniques with consideration for individual client needs, developmental stage, culture and evidence-based knowledge

Evaluation Measures: As part of the evaluative components for NURS 879.3, students will participate in an objective structured clinical examination (OSCE). Students must obtain a grade of 70% or higher on the OSCE to pass NURS 879.3. The minimum passing grade of 70% on OSCE type examinations is consistent with other courses in the College of Nursing that have an OSCE as a component of evaluation. The rationale for this higher, minimum passing grade when evaluating performance of clinical skills is related to the high-risk nature of students performing these skills incorrectly or unsafely (i.e. harming a patient).

Selection and weighting of other evaluative components for NURS 879.3 will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Other course evaluation measures may include: Midterm exam; Final exam; Case studies; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix C

NURS 885.3: Nursing Therapeutics I Individual to Community

Description: Focuses on therapeutic approaches of advanced nursing practice with individuals, families, groups, and communities as they apply to primary health care nursing. The emphasis will be on the integration of theories and interventions with clients (individual, families, groups and communities) who have mental health needs and common medical disorders in an interdisciplinary primary health care nursing context.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Discuss the roles of primary health care and community development in fostering culturally safe relationships with individual clients and communities
2. Discuss leadership competencies for Nurse Practitioners and the application of these competencies to addressing common global health concerns
3. Expand knowledge about assessment, diagnosis and management of common medical disorders seen in primary care practice considering pathophysiology, epidemiology, research evidence, psychosocial, environmental and developmental factors.
4. Apply evidence-informed knowledge from nursing and related disciplines to formulate diagnoses and intervention strategies that promote health and manage selected acute and chronic health conditions
5. Demonstrate increased knowledge of legislation, regulations, professional and ethical standards and policy relevant to Nurse Practitioner Practice
6. Evaluate risks, benefits, safety, potential outcomes and best practices for prescribing controlled drugs and substances

7. Explore and apply skills in scholarly writing (i.e. PICO, literature search, APA, writing for publication).

Evaluation Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Course evaluation measures used in NURS 885.3 may include: Midterm exam; Final exam; Case studies; Presentation; Scholarly paper; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix D

NURS 881.3: Pathophysiology- Pharmacotherapy for Advanced Nursing Practice I

Description: Students will integrate pathophysiology and drug therapy concepts as a basis for advanced primary health care nursing practice. Students will develop diagnostic reasoning based on understanding the pathophysiology of endocrine, cardiovascular and pulmonary systems across the lifespan, and make therapeutic decisions based on pharmacotherapeutic principles, professional, ethical, regulatory, and practical aspects of prescribing.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Explain pathophysiological processes leading to clinical manifestations of common acute and chronic diseases
2. Apply understanding of pathophysiological processes to support clinical decisions about the diagnosis and treatment of common acute and chronic diseases
3. Recognize variations of pathophysiological processes and therapeutic implications in pediatric and geriatric individuals; and explain factors influencing the incidence and manifestations of disease in populations
4. Explain the fundamental scientific principles of drug action, pharmacokinetics and the various mechanisms by which drugs can mediate their pharmacological effect
5. Examine major classes of drugs used to treat common medication disorders including the indications, uses, mechanism of action, contraindications, adverse effects, costs and other prescribing considerations
6. Identify special considerations when prescribing for special populations including pregnancy, breastfeeding, older adults, pediatrics, renal and hepatic disorders
7. Enhance understanding of pathophysiological and pharmacological processes for controlled drugs and substances

Evaluation Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Course evaluation measures used in NURS 881.3 may include:

Midterm exam; Final exam; Case studies; Presentation; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix E

NURS 886.3: Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II

Description: Building on the knowledge and skill learned in Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I, students will complete the body systems across the life span. They will incorporate both an understanding of pathophysiology and the utilization of pharmacotherapeutic principles, and professional, ethical, regulatory and practical aspects of prescribing to make therapeutic decisions.

Credit Units: 3

Learning Outcomes: Building on knowledge from NURS 881.3, through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Explain pathophysiological processes leading to clinical manifestations of common acute and chronic diseases
2. Apply understanding of pathophysiological processes to support clinical decisions about the diagnosis and treatment of common acute and chronic diseases
3. Recognize variations of pathophysiological processes and therapeutic implications in pediatric and geriatric individuals; and explain factors influencing the incidence and manifestations of disease in populations
4. Explain the fundamental scientific principles of drug action, pharmacokinetics and the various mechanisms by which drugs can mediate their pharmacological effect
5. Examine major classes of drugs used to treat common medication disorders including the indications, uses, mechanism of action, contraindications, adverse effects, costs and other prescribing considerations
6. Identify special considerations when prescribing for special populations including pregnancy, breastfeeding, older adults, pediatrics, renal and hepatic disorders
7. Enhance understanding of pathophysiological and pharmacological processes for controlled drugs and substances

Evaluation Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Course evaluation measures used in NURS 881.3 may include: Midterm; Final exam; Case studies; Presentation; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix F

NP Clinical Courses

The final grade for NP clinical courses (NURS 880.3, NURS 888.3 and NURS 878.3) consists of two components – Clinical Practicum (50%) and Application of Clinical Knowledge (50%) (Note: These components were previously referred to as the “Summative” and “Formative” Evaluation components. Terminology has been changed to enhance clarity). Students must achieve the following minimum requirements to pass clinical courses:

- Minimum average of 70% on Clinical Practicum components; AND
- Minimum average of 70% on Application of Clinical Knowledge components

The higher academic standard of $\geq 70\%$ for passing clinical courses is advised due to the high-stakes nature of the competencies evaluated in clinical courses. As discussed earlier in this update, the roles and responsibilities of NPs are similar in many degrees to those of a medical doctor. NPs independently diagnose and manage common medical disorders with legal authority to prescribe any drug on the Saskatchewan drug formulary as well as perform minor surgical and invasive procedures. Clinical courses evaluate application of NP student’s knowledge and skill in provision of safe, appropriate, evidence-based care to populations. Failure to provide such care may have serious, even fatal consequences. As such, students require high proficiency in performance of these competencies.

NURS 880.3: Practicum I Advanced Nursing Practice in Primary Health Care

Description: The student will provide direct care in selected primary health care settings. Students will have the opportunity to demonstrate primary health care skills and advanced practice clinical judgment. Scholarly activities in this clinical practicum will be designed so that the student will gain experience in consultation, education, integration of theory, research and clinical knowledge related to the goals of multidisciplinary health services and systems.

Credit units: 3

Learning Outcomes: The overall goal of this course is to develop competence to the level of a novice Nurse Practitioner while providing direct care in a primary health care setting. Through a process of critical inquiry that includes independent reading, discussions, assignments and clinical practice, students will be able to:

1. Integrate knowledge, evidence-based practice guidelines and advanced clinical skills in assessment and diagnostic reasoning in relation to epidemiology, pathophysiology, counseling, referral and other therapeutic measures at the level of a novice NP.
2. Develop sound knowledge of advanced skills in health assessment and therapeutic management of common acute and chronic medical problems across the lifespan working towards proficiency with: physical assessment, diagnostic reasoning, plan of care, diagnostic evaluation and consultation/referral.
3. Demonstrate critical thinking, diagnostic reasoning and ethical decision-making related to the assessment, diagnosis, management, and follow-up of client (i.e., individual, family and community) health problems.

4. Integrate and apply principles of primary health care, patient-centered care and evidence-based practice into clinical interactions clients (individual/family/community), staff education, counseling, risk management and health promotion.
5. Increase and apply knowledge of legislation governing NP practice, including controlled drugs and substances, and practice within NP scope of practice.
6. Evaluate risks, benefits, safety, potential outcomes and best practices for prescribing controlled drugs and substances
7. Develop increased knowledge and abilities regarding NP role and organizational competencies (e.g., self-directed learning, peer collaboration/review, practice roles, self-care, discretionary judgment, community development, evaluation of services and health care policies, and ethics).
8. Demonstrate competence in time management, such that competing demands are prioritized, requirements are completed as described, and deadlines are met.
9. Demonstrate professional behavior and communication; gaining an understanding why being a good communicator is an essential function of being an effective nurse practitioner.
10. Develop and apply skills in scholarly writing for publication

Evaluation Measures: Clinical practicum grades for NURS 880.3 will be calculated as follows: Professionalism: 5%; Discussion Board Postings: 5%; Clinical Documentation (i.e. SOAP notes and/or referral letters): 5%; Evaluation of Clinical Performance: 35%

Evaluation of Clinical Practicum Performance will consider preceptor formal written evaluations (Midterm and Final), preceptor informal evaluations (emails, telephone, virtual), faculty site visits (virtual or in-person), learning plans, clinical logs and/or other means of deemed appropriate by NP faculty in evaluating clinical performance.

Evaluative components of the Application of Clinical Knowledge portion of NURS 880.3 will include the following evaluation measures: Publishable Case Report Paper; Exam; Presentation; Other means deemed appropriate by faculty in evaluating learning outcomes. Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies.

Syllabus: See Appendix G

NURS 888.3: Nursing Therapeutics and Practicum II Advanced Management

Proposed Name Change: Practicum II Nursing therapeutics and Advanced Management.

Rational for Name Change: This name change is proposed to better align the course name with the other practicum courses in the NP program, enhancing clarity and allowing for accurate data extraction on NP clinical courses. The names of the other practicum courses are: Practicum I Advanced Nursing Practice in Primary Health Care (NURS 880.3) and Practicum III Advanced Nursing Practice with Vulnerable Populations (NURS 878.3).

Description: Using theory and practices, this course builds on NURS 880.3 and focuses on concepts of primary care management of complex, multidimensional health problems experienced within family, community and population contexts. The selection of clinical interventions, clinical decision making and evaluation of strategies will be stressed in relation to the primary health care nurse practitioner role. Within the practicum, students will also focus on developing knowledge of the roles of the interdisciplinary team in primary health care. Students are required to complete a minimum of 240 hours.

Credit Units: 3

Learning Outcomes: The overall goal of this course is to develop competence while providing direct care in a primary health care setting to the level of a novice Nurse Practitioner. Through a process of critical inquiry that includes independent reading, discussions, assignments, and clinical practice students will be able to:

1. Building on the knowledge from previous courses, identify vulnerable populations within the community and assess and evaluate the community programs available to address the needs of this population.
2. Building on the knowledge from previous courses, expand and consolidate knowledge about common medical disorders.
3. Building on knowledge from previous courses, expand and consolidate knowledge about nutritional recommendations for populations across the ages spectrum
4. Describe and discuss ethical and legal issues common in NP practice, particularly as they relate to diverse and vulnerable populations across the life span.
5. Apply evidence-informed knowledge from nursing and related disciplines to formulate nursing diagnoses and intervention strategies that promote health and manage selected acute and chronic health alterations across the lifespan and in vulnerable populations.
6. Review and discuss the leadership competencies to be demonstrated by the NP.
7. Discuss the Controlled Drug & Substances Act (CDSA) and expand knowledge related to safe and effective prescribing of controlled substances by primary care nurse practitioners
8. Develop and apply skills in scholarly writing for publication

Evaluation Measures: Clinical practicum grades for NURS 888.3 will be calculated as follows: Professionalism: 5%; Discussion Board Postings: 5%; Clinical Documentation (i.e. SOAP notes and/or referral letters): 5%; and Evaluation of Clinical Performance: 35%

Evaluation of Clinical Performance will consider preceptor formal written evaluations (Midterm and Final), preceptor informal evaluations (emails, telephone, virtual), faculty site visits (virtual or in-person), learning plans, clinical logs and/or other means deemed appropriate by NP faculty in evaluating clinical performance.

Evaluative components of the Application of Clinical Knowledge portion of NURS 888.3 will include the following evaluation measures: Publishable Case Report Paper; Exam; Presentation; Other means deemed appropriate by faculty in evaluating learning outcomes; Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies.

Syllabus: See Appendix H

NURS 878.3: Practicum III Advanced Nursing Practice with Vulnerable Populations

Description: Students will continue to demonstrate primary health care skills and advanced practice clinical judgment with a focus on integration and application to common medical conditions across the life span. Scholarly activities in this clinical practicum will be designed so that the student will gain increasing experience in consultation, integration of theory, research and clinical knowledge.

Credit Units: 3

Learning Outcomes: The overall goal of this course is to develop competence while providing direct care in a primary health care setting to the level of a novice Nurse Practitioner. Through a process of critical inquiry, which includes independent reading, discussions, assignments, and clinical practice, students will be able to:

1. Demonstrate consolidated knowledge and advanced clinical skills in health assessment and diagnostic reasoning; epidemiology; pathophysiology; counselling, referral and other therapeutic measures at the level of a novice RN(NP).
2. Continue to refine critical thinking and clinical decision making skills related to advanced skills in therapeutic management of common acute and chronic disorders across the lifespan to develop a plan of care, evaluation, follow-up, and consultation/referral.
3. Demonstrate competence in accessing and applying evidence-based practice interventions in interactions with clients (i.e., individual, family and community) in health assessment; education; counselling; risk management, community development and health promotion.
4. Demonstrate knowledge of legislation governing the practice of nurse practitioners in relation to prescribing, controlled drugs and substances, and current/projected changes to legislation surrounding practice.
5. Articulate the role of the NP (e.g., self-directed learning, peer collaboration/review, practice roles, evaluation of services and health care policies) in relation to position development for Primary Health Care NPs.
6. Develop and apply knowledge and skills in scholarly writing for funding proposals

Evaluation Measures: The NURS 878.3 clinical course is the capstone course of the NP program, taken in the final term of a student's studies. Like the other clinical courses within the NP program, the evaluative components of NURS 878.3 are divided into two components: Clinical Practicum (50%) and Application of Clinical Knowledge (50%).

Clinical practicum grades for NURS 878.3 will be calculated as follows: Professionalism: 5%; Discussion Board Postings: 5%; Evaluation of Clinical Performance: 40%

Evaluation of clinical performance will consider preceptor formal written evaluations (midterm and final), preceptor informal evaluations (emails, telephone, virtual), faculty site visits (virtual or in-person), learning plans, clinical logs and/or other means deemed appropriate by NP faculty in evaluating clinical performance.

Evaluative components of the Application of Clinical Knowledge portion of NURS 878.3 will include the following evaluation measures: Comprehensive Exam (30%); Scholarly Paper (20%).

As the capstone examination for the NP program, the comprehensive exam reflects knowledge needed by students to be successful in writing the national Canadian Nurse Practitioner certification exam. Therefore, students must pass the comprehensive exam with a minimum grade of 60% to be successful in NURS 878.3.

Syllabus: See Appendix I

Removal of NURS 993.3 – Publishable Paper Course

NURS 993.3 was originally the capstone course for the Master of Nursing Course-Based program (concentration: Education/Leadership) and MN-NP programs. With proposed revisions to the Master of Nursing Course-Based (concentration: Education/Leadership) program, NURS 993.3 has been eliminated and will no longer be offered by the College of Nursing. One of the original purposes of NURS 993.3 – Publishable Paper was to ensure course-based Master of Nursing students were attaining the scholarly writing expectations of graduate students. Increasingly, there has been recognition within the College of Nursing of the importance of developing scholarly writing skills throughout graduate education, not merely as a capstone course. As such, NURS 993.3 – Publishable Paper has been eliminated and the content integrated throughout other core masters courses.

Within the MN-NP curriculum, development of student scholarly writing skills for publication has been integrated in the core NP courses NURS 883.3, NURS 885.3, NURS 880.3, NURS 888.3 and NURS 878.3. For an MN-NP student in full-time studies, this results in one course per term that specifically addresses and evaluates scholarly writing.

The first course within the MN-NP and PGDSPC-NP programs, NURS 883.3, introduces and lays the foundations for scholarly writing with subsequent courses continuing to develop and refine these writing skills. For example, in NURS 883.3 students are introduced to expectations of scholarly writing, writing for publication and write 2-3 scholarly paper assignments, with detailed feedback on each assignment to help advance writing skills. The following term, in NURS 885.3, the Library Liaison reviews how to conduct a literature search using CINHALL and other databases and then students are given the opportunity to practice and apply these skills in writing a scholarly paper assignment on counselling strategies used in primary care. In the first and second clinical practicum courses, NURS 880.3 and NURS 888.3, students write a Clinical Case Report using the specific authorship guidelines of a peer-reviewed journal. It is intended that with feedback and revision through collaboration with Faculty, students may then go on to submit the clinical case report for publication in the selected journal. To conclude development of writing scholarship, in the final clinical course NURS 878.3, students are introduced to grant proposal writing. See Table 1-1: Scholarly writing integration in NP curriculum for details on the scholarly writing components in each of these NP courses.

Table 1-1: Scholarly Writing Integration in NP Curriculum

Year, Term	Course	Scholarly Writing Component(s)	Associated Learning Outcome
Year 1, Term 1	NURS 883.3	<ul style="list-style-type: none"> • Introduction to scholarly writing and writing for publication • Library services orientation: evaluating quality of sources; literature search, referencing, plagiarism • 2-3 scholarly paper assignments on topics of NP Theory, Roles & Responsibilities 	<ul style="list-style-type: none"> • Explore scholarly writing for publication including the importance for advancing the art and science of nursing, challenges and opportunities; and strategies for developing publications
Year 1, Term 2	NURS 885.3	<ul style="list-style-type: none"> • Review literature search strategies, PICO, hierarchy of evidence, APA, scholarly writing • Scholarly paper assignment on counseling strategies 	<ul style="list-style-type: none"> • Explore and apply skills in scholarly writing (i.e. PICO, literature search, APA, writing for publication).
Year 1, Term 3	NURS 880.3	<ul style="list-style-type: none"> • Clinical case report assignment written as per authorship guidelines for peer-reviewed journal 	<ul style="list-style-type: none"> • Develop and apply skills in scholarly writing for publication
Year 2, Term 1	NURS 888.3	<ul style="list-style-type: none"> • Clinical case report assignment written as per authorship guidelines for peer-reviewed journal 	<ul style="list-style-type: none"> • Develop and apply skills in scholarly writing for publication
Year 2, Term 2	NURS 878.3	<ul style="list-style-type: none"> • Discuss grant proposal and program evaluation development • Grant proposal assignment 	<ul style="list-style-type: none"> • Develop and apply knowledge and skills in scholarly writing for funding proposals

Given this integration of scholarly writing throughout the program, the College no longer feels a capstone course related to scholarly writing is necessary. NURS 878.3, the final clinical practicum course for MN-NP and PGDSPC-NP students, is more appropriately the capstone course in the MN-NP and PGDSPC-NP programs, as it consolidates and evaluates desired learning outcomes for the graduate NP. A comprehensive exam is written in the NURS 878.3 course, evaluating knowledge gained throughout all NP courses and ensuring students' possess necessary knowledge to pass the national Canadian Nurse Practitioner Certification Exam (CNPE) which they go on to write if they successfully complete NURS 878.3.

Total Credit Units for Nurse Practitioner Program

The MN-NP program is currently 39 credit units (cu) of study and the PGDSPC-NP program 30 cu of study. The course changes suggested in this package will result in a reduction for the MN-NP program to 33 cu of study due to the elimination of NURS 993 Publishable Paper and reduction of NURS 870 – Advanced Health Assessment from 6 cu to 3 cu. The PGDSPC-

NP would be reduced to 27 cu of study with the reduction of Advanced Health Assessment from 6 cu to 3 cu. (PGDSPC-NP students are not required to take the publishable paper courses as they have already obtained a Masters degree). Reduction of the total number of credit units for the MN-NP program will make it more congruent and competitive with other local NP programs including the University of Regina and Athabasca, each of which are 33 cu. The program requirements of the MN-NP are already significantly higher than most other Course-based Master's degrees, with students completing greater total credit units in course work in addition to 740 hours of clinical practicum. For example, the Master of Nursing Course-Based Master's of Nursing (concentration: Education/Leadership) in the College of Nursing at the University of Saskatchewan is only 24 cu of study.

It is important to note that the reduction in total credit units will not impact the core program content delivered within the MN-NP and PGDSPC-NP programs since the content of NURS 993 is integrated throughout other NP courses and only the total credit units, not core content of NURS 870 will be changed. Reduction in the total credit units is intended to streamline courses, allowing students in a time demanding program further opportunity to focus their studies on the core content essential to passing their certification examination and a successful career as a nurse practitioner.

Concluding Remarks

It is the hopes that this document, containing proposed updates and course changes to the MN-NP and PGDSPC-NP programs, will provide an amalgamated document for the CGSR of the current state of affairs within the MN-NP and PGDSPC-NP programs. Updates reflect the expanded scope of practice for nurse practitioners as well as attempts to enhance curriculum to ensure knowledgeable, skilled graduates who are able to appropriately address the healthcare needs of individuals, families and populations.

I would be happy to answer any questions or clarifications arising from this documents.

Sincerely,



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Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Angela Bedard-Haughn, Acting Associate Dean, College of Agriculture and Bioresources

From: Associate Dean, College of Graduate Studies and Research (CGSR)

Date: September 27, 2016

Re: Deleting Soil Science field for Master of Agriculture degree and Postgraduate Diploma programs

In June of 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research considered the request to delete the Soil Science major for the Master of Agriculture (MAgr) degree and the Postgraduate Diploma (PGD) programs.

The Department of Soil Science made the recommendations following the TransformUs processes. The Department of Soil Science devotes its resources to the thesis-based Master of Science and Doctor of Philosophy programs. There are no students enrolled in the MAgr or PGD programs currently.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the deletion of the Soil Science field in the Postgraduate Diploma. We are now seeking to have the Soil Science field deleted for the Master of Agriculture degree program.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the deletions
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the deletions
- The complete Report form for Program Termination
- The Consultation with the Registrar Form

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: August 29, 2016

Re: Deletion of the Master of Agriculture and Postgraduate Diploma in the field of Soil Science

Members of the Executive Committee of the College of Graduate Studies and Research met on June 16, 2016 to consider the recommendation from the Graduate Programs Committee to approve the deletion of the Master of Agriculture and Postgraduate Diploma in the field of Soil Science.

The following motion was carried:

“To delete the Master of Agriculture and Postgraduate Diploma in the field of Soil Science.”
Crowe/Westwood carried

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Martha Smith-Norris would be happy to respond.



Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. A. Bedard-Haughn, Graduate Chair, Department of Soil Science
Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

From: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

Date: June 13, 2016

Re: Delete the Master of Agriculture and Postgraduate Diploma in the field of Soil Science

The Graduate Programs Committee met on June 9, 2016, and reviewed the proposal noted above.

It was noted that the proposal to delete these programs had been a result of the TransformUs processes. It was noted that these programs were not in demand. The Department of Soil Science did well with their research-based programs. The Graduate Programs Committee passed the following motion:

Motion: *To approve the deletion of the Postgraduate Diploma and Master of Agriculture programs in the field of Soil Science.* Desjardins/Waldner CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc



**UNIVERSITY OF
SASKATCHEWAN**

Report Form for Program Termination

Program(s) to be deleted:

Effective date of termination:

1. List reasons for termination and describe the background leading to this decision.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

2.3 Courses to be deleted, if any.

2.4 Number of students presently enrolled.

2.5 Number of students enrolled and graduated over the last five years.

3. Impact of the termination.Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students?
How will they be advised to complete their programs?

- 3.2 What impact will this termination have on faculty and teaching assignments?

- 3.3 Will this termination affect other programs, departments or colleges?

- 3.4 If courses are also to be deleted, will these deletions affect any other programs?

- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

- 3.7 Describe any impact on research projects.

- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

- 3.9 Describe the budgetary implications of this deletion.

External 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Other

3.12 Are there any other relevant impacts or considerations?

3.13 Please provide any statements or opinions received about this termination.

☐ Attachments

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Name and phone number of person completing this form:

Robert L. Hough