AGENDA

2:30 p.m. Thursday, November 16, 2017
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 2017/18 academic year marks the 23rd 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. Approval of Minutes of the meeting of October 19, 2017

4. Business Arising from the Minutes

5. Report of the President

6. Report of the Provost

7. Report of the Vice-president Research

8. Student societies

   8.1   Report from the USSU

   8.2   Report from the GSA

9. Governance Committee

   9.1   Request for Decision: Changes to Council Bylaws Part III Section V.1.A. *Ex-officio* Membership of the Faculty Councils

   It is recommended that Council approve the changes to Part III Section V.1.A (a) to (m) of the Council Bylaws Membership of the Faculty Councils as shown in the attachment.

   9.2   Report for Information: Council Member Attendance

10. Nominations Committee

    10.1 Request for Decision: Academic Programs Committee Member Nomination

> *It is recommended that Council approve the nomination of Michael Cottrell, Department of Educational Administration, College of Education to serve on the Academic Programs Committee effective immediately and continuing until June 30, 2020.*

11.   Academic Programs Committee

   11.1 Request for Decision: Certificate Guidelines

> *It is recommended that Council approve the Certificate Guidelines, and that the recommended name changes be reflected in the Nomenclature Report, effective immediately.*

   11.2 Request for Decision: Direct-entry Doctor of Philosophy (Ph.D.) in Chemistry

> *It is recommended that Council approve a direct-entry Doctor of Philosophy (Ph.D.) program in Chemistry with an 85% admission average, effective September 2018.*

   11.3 Request for Decision: Deletion of the Master of International Trade (M.I.T.) program

> *It is recommended that Council approve the deletion of the Master of International Trade (M.I.T.) program, effective June 2019.*

12.   Policy Oversight Committee

   12.1   Report for Information: Policy Oversight Committee Report 2015-2016 and 2016-2017

13.   Other business

14.   Question period

15.   Adjournment

Next meeting December 21, 2017 – Please send regrets to barb.welland@usask.ca
Deadline for submission of motions to the coordinating committee: December 1, 2017.

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

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

Professor emeritus John King delivered a memorial tribute to honour Dr. Gerald Rank, professor emeritus of the Department of Biology.

1.   Adoption of the agenda

The chair called for adoption of the agenda. A member asked that discussion of the wearing of hats during the memorial tributes and moments of silence be added to the agenda. The chair proposed that Council consider the topic under question period. This was accepted.

DOBSON/J. WILSON: *To adopt the agenda as circulated.*

CARRIED

2.   Opening remarks

The chair reminded members of the usual protocols for discussion and debate and recognized Jacqueline Ottmann, the university's first vice-provost, Indigenous engagement as being in attendance. He clarified that although members may have heard that the report on the proposed School of Architecture would not be discussed at the meeting, every item on the Council agenda would be open for discussion, as is always the case.

The chair reported on the monthly meeting of committee chairs with the president's executive committee. Two topics were discussed at the October meeting: the College of Medicine's preparation for its accreditation assessment visit and the university's strategy with regard to Northern engagement, a priority to which the university remains strongly committed despite external funding challenges.

3.   Minutes of the meeting of September 21, 2017

AITKEN/DOBSON: *That the September 21, 2017 Council minutes be approved as circulated.*

CARRIED

4.   Business from the minutes

The chair noted that there was one item of business arising on enrolment statistics which would be addressed by the vice-provost teaching and learning under the Provost's Report.

5.   Report of the President

President Peter Stoicheff referred members to his written report and provided additional comments on Universities Canada and the work of this body's education committee, which he chairs. The education committee is developing a set of principles, an action plan, and an accountability plan for what it calls "inclusive excellence" in response to the request from Minister Duncan's office that universities become more accountable in terms of gender equity and the representation of other groups. He indicated he would provide a summary to Council once the education committee has reviewed the item.

Universities Canada has also tasked itself through the education committee with providing oversight of the national forums on building reconciliation for a period of ten years, to ensure there is a system in place to identify the next institution to host the forum. The president noted that 30 individuals from the university, including students, would attend the third national forum in Winnipeg in November.

The president referred to the signing of the memorandum of understanding with the City of Saskatoon and the partnership with the Remai Modern Art Gallery as noted in his report. These partnerships and others signified by agreements, including with the Federation of Sovereign Indigenous Nations (FSIN), the Saskatoon Symphony Orchestra and the MOU signed with all 24 post-secondary institutions in the province at the first building reconciliation forum, are examples of how the university is uniquely becoming not only what it wants to be, but what the world wants it to be.

President Stoicheff provided comments on the university's placement within the *Maclean's* rankings and his disappointment at that placement. He indicated that at the same time, he remains undeterred in his belief that the university is not an inferior institution to the universities it ranked beneath. Rather, in his view, the university's reputation has risen. He recounted a number of the university's significant accomplishments over the past several years, including the work on indigenization featured in *The New York Times*, the two Canada First Research Excellence Fund grants, the increase in Royal Society members and Vanier scholarship recipients, and the opening of the Gordon Oakes Red Bear Student Centre, among other accomplishments, and said that he regarded these achievements as the hallmarks of the Canadian university of the future—a university that is community engaged, collaborative, interdisciplinary, indigenizing—and that none of these features are measured by *Maclean's*. The university's rankings task force will report on the gaps in the university's performance and what can be done to close these gaps.

A member referred to the involvement of universities in the reconciliation process and her concern that as this is a long process categorized by annual meetings, over time there may less interest and the original intent lost in the slow, unfolding process required. She asked how, as the original leaders of the process, the university could prevent this. President Stoicheff reported that Universities Canada has committed to seeing the national forums exist for ten years, and that he would relay the member's comments on to the membership forum. As future forums will be deliberately held in locations other than western Canada, this will stimulate future forums so that the quality remains but the issues change.

A member asked how the university will respond to the *Maclean's* rankings so that faculty, students, and alumni can call on an institutional response when responding to queries from collaborators and others with respect to the university's placement in *Maclean's* and other international rankings. President Stoicheff indicated that the university plan will speak to placement in university rankings.

6.   Report of the Provost

Provost Tony Vannelli presented the Provost's report to Council. He reported that since September, he has been spending time with senior leaders, units, colleges, schools, and committees of Council to discuss the university plan to ensure he is engaged in the best interests of the university and its success. The plan will align institutional priorities with the university's mission, vision and values and create opportunities for the university. A multi-year budget will be developed to accompany the plan.

The university plan will be presented to Council in December. Provost Vannelli indicated that discussion and dialogue with Council is essential to ensure the plan comes to fruition. Dr. Vannelli noted the university is already successful by many measures and emphasized the importance of collectively speaking about the university and its strengths. As an example, this year the university's results from the National Survey of Student Engagement (NSSE) were among the top results of U15 member universities.

In response to a question about how the college and unit plans will align with the planning process at the university level, Dr. Vannelli reported that deans and executive directors are beginning to dialogue within their units to ask about the goals of the college or school within the strategic framework of the plan. The plan will provide the high-level aspirations and the colleges and schools will provide the richness to the plan as these aspirations are realized across the colleges and schools.

Provost Vannelli called on Patti McDougall, vice-provost teaching and learning to present the 2017-18 fall term census enrolment snapshot. Vice-provost McDougall reported the university's enrolment numbers reflect good news as overall enrolment and student head count are up. The numbers are anticipated to continue to grow over the course of the year so that by spring, overall enrolment will likely be over 24,000 students. This includes an increase in new, first-year students. Discussion is occurring with deans and executive directors about the size of institution the university should be. Dr. McDougall indicated that in the spring of 2018 she would show progress against the enrolment targets set.

Dr. McDougall also responded to a question posed by a member at the May, 2017 Council meeting, which was diarized for response in the fall, about whether the university would experience the same surge in international student applications as reported by other Canadian universities. Dr. McDougall reported that, compared to last year at this point in time, applications for international undergraduate first year students are up 14%. Offers are up by 6% compared to last year and the number of registered international students is also up by 6%.

For international graduate students, applications are up by 30%, and offers went up by 15% with registrations increasing by 2%. Council members were reminded to keep in mind that winter term is important in that it is common for international graduate and undergraduate students to begin in January. As such, additional growth is anticipated and will continue to be tracked.

Responding to a question about distribution by gender, vice-provost McDougall reported that in the 2016-17 academic year, 58% of registered undergraduate students self-reported as female. A full 11 of the 12 colleges with undergraduate programs showed a distribution of female students at 49% and higher. A total of 55% of the university's graduate students are female with 13 of our 15 colleges/schools offering graduate programs showing a proportion of female students at 49% and higher. Across both undergraduate and graduate programs, the proportion of female students

ranged from a lower end in the College of Engineering to a higher end in the College of Nursing. Provost Vannelli thanked Dr. McDougall and her staff for their hard work in gathering and presenting the information.

The GSA president asked about the retention rates of Indigenous students and whether statistics were kept on the number of undergraduate students at the university who enter graduate studies after completing their undergraduate degree. Dr. McDougall indicated she would respond to both questions when delivering the full enrolment report to Council in the spring

Provost Vannelli invited Preston Smith, dean of the College of Medicine to report on preparations for the college's accreditation site visit. Dean Smith gave a brief slide presentation outlining the overall accreditation structure in Canadian medical schools, the standards that apply, the team in place, and the agenda of the accreditation site visit. The college has been preparing for the site visit since January 2016 and has been deliberative in following its 2013 strategic plan, *The Way Forward*. The college has changed its structure, partnerships, faculty development, and engagement strategy in order to transform itself and be in the position to educate excellent doctors. The site visit is scheduled from October 29 – November 1, 2017, and the results will be made known in the spring of 2018.

Provost Vannelli invited vice-provost of Indigenous engagement Jacqueline Ottmann to address Council. Vice-provost Ottmann expressed pleasure and excitement at being part of the university's senior leadership team and spoke briefly of colonization and the healing force of indigenization as a means to strengthen the fabric of the university and society. She noted the number of Indigenous students and the many positive reconciliation activities at the Gordon Oakes Red Bear Student Centre and her goal of highlighting these initiatives and building on them.

7.   Student Societies

       7.1   Report from the USSU

       David D'Eon, president of the University of Saskatchewan Students' Union (USSU), presented the USSU report, highlighting progress on the Rink in the Bowl project and the launch of Campus Legal Services. Risk management is a topic under discussion with parties in administration, particularly lack of student awareness of the non-academic student misconduct policy. The USSU hosted a successful cross-provincial rally in three different cities with the Saskatchewan Student Coalition. This initiative has created momentum and elicited a response from the provincial government. Mr. D'Eon announced he was invited to attend the opening of the legislative session the following week and meet with Kevin Doherty, Minister of Advanced Education.

       7.2   Report from the GSA

       Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. Since submitting its report to Council, the GSA has clarified a number of concerns about graduate program review. The GSA continues to hold that a cyclical seven-year cycle is overly long, notwithstanding that it is the standard across the country. The GSA continues to work on meaningful consultation about tuition, in the midst of student concerns that the university's reduced budget will affect tuition and quality of education. Mr. Ghaith acknowledged the deans of the colleges of Agriculture and Bioresources, Pharmacy and Nutrition and the Edwards School of Business for meeting with graduate students to discuss

tuition and the student experience and invited all other colleges and schools to follow this example.

Mr. Ghaith referred to the recent policy change to classify graduate student stipends as non-earning income. The GSA is concerned about the lack of consultation with graduate students prior to the change. He acknowledged the efforts of Trever Crowe, interim dean of the College of Graduate and Postdoctoral Studies in working with the GSA to clarify the change.

8.   Nominations Committee

Pamela Downe, vice-chair of the nominations committee, presented the reports to Council.

   8.1   Request for Decision: University Review Committee Member Nomination

   DOWNE/DOBSON: *It is recommended that Council approve the nomination of Ravindra Chibbar, Department of Plant Sciences, College of Agriculture and Bioresources to serve on the University Review Committee effective immediately and continuing until June 30, 2020.*

                                                                                  CARRIED

   8.2   Request for Decision: Recreation and Athletics Advisory Council Member Nomination

   DOWNE/DOBSON: *It is recommended that Council approve the nomination of Angela Lieverse, Department of Archaeology and Anthropology, College of Arts and Science to serve on the Recreation and Athletics Advisory Council effective immediately and continuing until June 30, 2020.*

                                                                                  CARRIED

9.   Academic Programs Committee

Terry Wotherspoon, chair of the academic programs committee, presented the reports to Council.

   9.1   Request for Decision: Admissions Change for Certificate in Sustainability

   Professor Wotherspoon conveyed that the admission change to the Certificate in Sustainability was requested following an analysis of pathways of students into the certificate program. At the time the certificate was created, the hope that was that students from outside the university, in addition to those enrolled in degree programs at the university, would apply to the program. However, no students have taken the standalone pathways, largely as a result of the large number of prerequisite requirements. The admission change has no implications for students in the certificate program.

   WOTHERSPOON/BURGESS: *It is recommended that Council approve the removal of the stand-alone admissions option for the Certificate of Proficiency in Sustainability, effective May 2018*.

                                                                                  CARRIED

   9.2   Request for Decision: Changes to Admissions Templates – Visiting Research Students

The visiting research category is intended for students not enrolled in a degree program to attend at the university for short-term study. The initial template was designed to recognize the entry of visiting research students for a maximum of six months per 12-month period. Although this is the time period that most students attend, students from China on scholarship require a longer period of eligibility.

WOTHERSPOON/BURGESS: *It is recommended that Council approve the change to the definition of the Visiting Research Student Mobility Category to extend the maximum time at the University of Saskatchewan to a period not exceeding twelve months per 18-month period, effective January 1, 2018.*

<div align="right">CARRIED</div>

9.3   Report for Information: APC endorsement of Architecture Programs (B.Des in Architecture and the M.Arch)

Professor Wotherspoon provided a background and description of the program proposal. This initiative speaks to the delicate balance between positioning the university to be able to take advantage of exciting academic programs, while at the same time sustaining and building programs already in place to which the university is committed. The item is a recommendation from the academic programs committee that has indicated through its own vote support in principle for the Bachelor of Design (B.Des) and Master of Architecture (M.Arch) programs.

The information submitted to Council is a well-documented package that would enable professional programs in architecture, emerging in part from concerns in the professional community that Saskatchewan is the only province west of the Maritimes that does not have an architecture program and has fewer resident architects. The package presents two strongly integrated degree programs. The B.Des program introduces the fundamental skills and concepts and the master's program reinforces these skills and brings students to the level required for certification.

The programs are proposed to be housed in a new school of architecture, which would be an academic unit housed within the College of Arts and Science that would incorporate the current Department of Art and Art History. Elsewhere in Canada, architecture schools are commonly integrated with colleges of engineering; the structure proposed here follows the model most often employed in European institutions.

The academic programs committee found many exciting and innovative dimensions within the program proposal, particularly the integration of Indigenous knowledge and local design principles. The committee found the program goals and structure to be well framed. The program accommodates core fundamental knowledge of the discipline and brings into play much interdisciplinary collaboration. The program has strong support from the representative professional communities, is supported by the Department of Art and Art History and was approved by the Faculty Council of Arts and Science. The program has been seen by Council previously in the form of a notice of intent submitted by the planning and priorities committee to Council for information.

The academic programs committee acknowledges that the program requires considerable start-up resources, and this aspect has been a large part of discussions at every stage.

Professor Wotherspoon noted that in order for the program to move to a position to be approved, an adequate foundation has to be secured. Although it is unusual to bring a program at this stage to Council, a certain level of commitment is required to be able to ask for funding from external funders. If not reviewed and seen as an academically strong program, it is difficult to carry on these discussions both within and outside the university. Professor Wotherspoon noted that several of the courses in the package provided require an update as some time has passed since the proposal was developed.

Discussion of the program proposal included questions to clarify the tuition amount of the program and the resources required to mount the program. Provost Vannelli remarked that the university would look for ways to fund this initiative by assuring start-up funding and ongoing operating resources to support the program without depleting resources from other units.

9.4 Report for Information: Jewish and Christian Origin Certificate of Proficiency and termination of the minor in Jewish and Christian Origins

The change reported to the program on Jewish and Christian Origins changes the nature of the program from a minor to a certificate. The credit units remain the same. To register in the program as a minor, students must be registered in the College of Arts and Science. Moving from a minor to a certificate permits students from other colleges to register in the certificate program and provides greater formal recognition than completion of a minor. Dr. Wotherspoon noted it was also difficult to keep up with the changes to the requisite courses to deliver a minor. The certificates provides greater flexibility.

9.5 Report for Information: Admissions Templates 2018/19

Professor Wotherspoon indicated that each year the admission templates of colleges and schools are maintained in an updated list and presented to Council for information.

10. Governance Committee

Jay Wilson, chair of the governance committee presented the committee report to Council.

10.1 Notice of Motion: Changes to Council Bylaws Part III Section V.1.A. *Ex-officio* Membership of the Faculty Councils

Professor Wilson reported the changes present permit those *ex-officio* members on faculty councils to have a representative attend if their involvement is based on being able to provide timely information and expertise at faculty council meetings.

NOTICE OF MOTION: It is recommended that Council approve the changes to Part III Section V.1.A (a) to (m) of the Council Bylaws Membership of the Faculty Councils as shown in the attachment.

11. Planning and Priorities Committee

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

11.1   Request for Decision: Name Change to the School of Physical Therapy

Professor de Boer indicated the decision to change the name of the School of Physical Therapy comes about in recognition of the growth in Rehabilitation Science education and research in the school in the areas of Occupational Therapy, Physical Therapy, and Speech Language Pathology. The name change will identify the school as an academic unit where research in these areas takes place.

Liz Harrison, associate dean, physical therapy and rehabilitation sciences clarified that although the plural form "sciences" would be acceptable, the singular form "science" is the most common label used in all rehabilitation science units.

DE BOER/K. WILSON: *It is recommended that Council approve that the School of Physical Therapy be renamed the School of Rehabilitation Science effective May 1, 2018, with student records to be updated in September, 2018, and that Council's Bylaws be amended to reflect the new name of the school.*

CARRIED

12.   Other business

Dr. Bilson announced that the recent Council election to fill a member at large vacancy resulted in the election of Cheryl Waldner of the Department of Large Animal Clinical Sciences to a one-year term and that Seokbum Ko of the Department of Electrical and Computer Engineering was acclaimed to a three-year term as the elected representative of the College of Graduate and Postdoctoral Studies.

13.   Question period

The chair invited discussion on the question about the wearing of hats during moments of silence when memorial tributes are presented. Varying views were expressed. The gesture of removing of hats was seen by some as a sign of respect to family members and colleagues in recognition of their loss; others saw the gesture as a colonial tradition that Council need not uphold in the interests of advancing decolonization. Members were also reminded to give their full attention to the tribute and not engage with technology. The chair proposed that he refer the concerns raised to the coordinating committee for discussion and a response to Council.

14.   Adjournment

The meeting was adjourned by motion (DOBSON/GJEVRE) at 4:25 pm.

Voting Participants

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Abbasi, Aliya	R	A								
Aitken, Alec	P	P								
Bell, Scott	A	A								
Bergstrom, Don	P	R								
Bindle, David	P	P								
Bonham-Smith, Peta	P	R								
Bowen, Angela	A	P								
Brothwell, Doug	P	P								
Bruni-Bossio, Vince	P	P								
Buhr, Mary	P	R								
Burgess, David	P	P								
Calvert, Lorne	R	P								
Cameron, Mason	A	A								
Card, Claire	R	P								
Carter, Mark	P	R								
Chernoff, Egan	P	P								
Chibbar, Ravindra	P	P								
Crowe, Trever	P	P								
De Boer, Dirk	P	P								
Deters, Ralph	P	P								
Detmer, Susan	P	P								
Dick, Rainer	P	P								
Dobson, Roy	P	P								
Downe, Pamela	P	P								
Dumont, Darcy	P	P								
Elias, Lorin	P	P								
Eskiw, Christopher	A	P								
Findlay, Len	P	A								
Flynn, Kevin	P	P								
Freeman, Douglas	P	R								
Gabriel, Andrew	A	A								
Gjevre, John	P	P								
Goodridge, Donna	P	P								
Gordon, John	P	P								
Greer, Jim	P	R								
Grosvenor, Andrew	P	P								
Gyurcsik, Nancy	P	P								
Hamilton, Murray	P	P								
Harrison, William	P	P								
Heintz, Austin James	R	A								
Henry, Carol	R	R								
Honaramooz, Ali	A	P								
Jensen, Gordon	P	P								
Jones, Paul	R	P								
Just, Melissa	P	R								
Kalra, Jay	P	P								
Kampman, Courtney	A	A								
Khandelwal, Ramji	P	P	R							
Kiani, Ali	A	P								
Ko, Seokbum	n/a	P								
Kobes, Brent	P	A								
Koh-Steadman, Noah	A	A								
Kumaran, Arul	P	P								
Lamb, Eric	P	P								
Lane, Jeffrey	P	P								
Langhorst, Barbara	P	R								

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Lemisko, Lynn	P	P								
Lindemann, Rob	P	A								
London, Chad	P	P								
Luke, Iain	R	R								
Macfarlane, Cal	A	A								
Macnab, Sabrina	A	P								
Mathews, Rosemary	A	A								
McMillan, Alexandria	P	R								
McWilliams, Kathryn	P	R								
Mousseau, Darrell	P	A								
Muri, Allison	P	R								
Murphy, Aidan	P	P								
Murphy, JoAnn	P	A								
Nagel, Madison	A	A								
Nicol, Jennifer	P	R								
Osgood, Nathaniel	R	R								
Papagerakis, Petros	A	P								
Phillips, Peter	P	P								
Phillipson, Martin	R	P	R							
Pocha, Sheila	R	P								
Poettcker, Grant	A	A								
Prytula, Michelle	R	P								
Racine, Louise	P	R								
Risling, Tracie	P	P								
Roy, Wendy	P	P	R							
Sarty, Gordon	P	P								
Saxena, Anurag	P	A								
Shevyakov, Alexey	P	P								
Smith, Charles	A	P								
Smith, Preston	P	P								
Solose, Kathleen	P	P								
Soltan, Jafar	P	P								
Spurr, Shelley	P	P								
Stoicheff, Peter	P	P								
Swidrovich, Jaris	P	P								
Stone, Scot	P	R								
Tait, Caroline	R	P								
Tyler, Robert	A	R								
Tzeng, Huey-Ming	P	P								
Vannelli, Tony	P	P								
Vargo, Lisa	P	R								
Vassileva, Julita	P	P								
Waldner, Cheryl	n/a	P								
Walker, Keith	R	R								
Walker, Ryan	P	R								
Wasan, Kishor	P	P								
Willness, Chelsea	P	P								
Willoughby, Keith	P	R								
Wilson, Jay	P	P								
Wilson, Ken	P	P								
Wilson, Lee	P	A								
Wotherspoon, Terry	P	P								
Wurzer, Greg	P	P								
Zello, Gordon	P	R								

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL   November 2017

Universities Canada *Inclusive Excellence* Principles

Universities Canada (UC), the organization representing 96 Canadian universities, has adopted seven *Inclusive Excellence Principles* to advance equity, diversity and inclusion on campus and in society. These principles and accompanying action plan, developed by UC's Board of Directors and Education Committee, are designed to advance universities' efforts to improve the participation and success of under-represented groups within the academic community.

The principles include a commitment by all university leaders to develop or maintain an institutional action plan to improve equity, diversity and inclusion outcomes within their institutions, and to measure progress. They were endorsed at Universities Canada's annual fall membership meeting in Ottawa on Oct. 25.

These newly developed Inclusive Excellence Principles (see below) complement Universities Canada Principles on Indigenous Education and recognize the vital importance of diversity, experience, expertise and perspectives in building an innovative, prosperous and inclusive Canada. The principles outline the role universities play in achieving this goal and highlight the need to integrate inclusive excellence throughout all aspects of higher education – from teaching and research to community engagement and governance.

These principles will play an important part in the development of our own plans regarding equity, diversity, and inclusion.

Universities Canada Principles on Equity, Diversity, and Inclusion

1. *We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.*
2. *We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups [1]. We commit to demonstrating progress over time.*
3. *We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students, particularly from under-represented groups.*
4. *We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.*
5. *We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.*
6. *We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance.*

We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.

7. *Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.*

[1] Under-represented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBQT2 and non-binary people and men in female-dominated disciplines.

Alumni Achievement Awards

I was pleased to once again help celebrate the achievements of some of our most influential graduates at the 2017 Alumni Association Achievement awards. The awards were established to honour our graduates who have excelled in their respective fields and have enhanced their communities. The following alumni were recognized:

- *Dr. Gregg Adams (DVM. 82)* for excellence in education and research
- *Dr. John Conly (MD'78)* for commitment to advancing the medical profession and dedication to public service
- *Max FineDay (BA'15)* for excellence in Aboriginal initiatives and community leadership
- *Dr. Sherril Gelmon (Physio'76)* for outstanding contributions to education and research
- *Jo-Ann Hnatiuk (BSN'95)* for outstanding public service
- *Dr. David Mulder (MD'62)* for commitment to athletics, sports, wellness, education, and research
- *Jeff Norris (BA'97)* for outstanding community leadership and philanthropy
- *Brian Towriss (BComm'78*) for commitment to athletics, sports and wellness
- *Ralph Young (BE'67)* for his excellence in business and industry, and community service.

Building Reconciliation Forum

The national Building Reconciliation forum, which began at the University of Saskatchewan, is now in its third year. This year's forum, titled *The Journey Toward a Reconciled Education System* will take place at the University of Manitoba – home to the National Centre for Truth and Reconciliation – on November 7th, 8th, and 9th .

Highlights of the forum this year include: A keynote by Dr. Cynthia Wesley-Esquimaux – Chair on Truth and Reconciliation, Lakehead University; a survivors panel on their perspectives on Reconciliation; student panels on Reconciliation; and our own Kristina Bidwell and Lawrence Martz on a panel discussing Indigenous faculty recruitment.   I look forward to reporting back to Council on my experiences in Winnipeg.

GENERAL REMARKS

The month of October has been quite busy as I continue to spend time working on two key areas ; (1) participating on the consultations involving the emerging university plan (2) guiding the planning on the university budget for 2018-19. The consultations have allowed me now to have presented our 1-page weave that frames our Strategic Framework 2025 (University Plan) to many Committees of Council, Senate, Board of Governors, Colleges, Schools and USSU Council. We have been pleased with the many positive comments on this plan and constructive suggestions for improvement. We hope to be able to bring the draft document to Council for "input" by December 2017 and for a "motion" in January 2018.

To achieve the best results on our budget planning, I am working strongly with all senior leaders and support available through VP, Finance and Resources (and office), PCIP, Deans' Council and IPA. I hope to have more details by calendar year-end how the budget looks going into 2018-19 after the difficult budget that the university had to absorb in 2017-18. I am pleased that Deans and Executive Directors continue to work hard with department heads, faculty and staff to deliver strong academic and research programs at this university.

INSTITUTIONAL PLANNING AND ASSESSMENT

Planning
Progress continues on the development of the University Plan. Many of the committees of Council have been directly consulted or will be consulted prior to the end of the month.

University Rankings
In my September report to Council, I highlighted the fact that there are a number of organizations that release their interpretation of university rankings and of these, we pay attention to Maclean's and Research Infosource nationally and the Academic Ranking of World Universities (ARWU), Quacquarelli Symonds (QS) World University Rankings and the Times Higher Education (THE) World University Rankings internationally. Their results are now published and from this, our placement improved in ARWU, QS and Research Infosource while dropping in Maclean's and remaining constant in THE, as follows:

Ranking	Previous Year	Current Year	Trend
ARWU	401-500	301-400	⬆
QS	471-480	451-460	⬆
Research Infosource	13th	11th	⬆
THE	401-500	401-500	—
Maclean's	14th (Tie)	15th	⬇

I can tell you that we are not content with these results. The Maclean's rankings were especially disappointing given that they are considered by many to be the de facto source for comparing Canadian

universities. We must remember that these instruments don't always measure what is important to us (e.g. interdisciplinarity or Indigenization) and they do not drive our strategic planning or decision making. However, we will continue to be diligent in our analysis of university rankings while identifying opportunities to improve in them. Conversations will continue in this regard and further updates will be provided to Council and/or committees of Council, as appropriate.

To engage in dialogue on the topic of rankings or for more information on our research and analysis of rankings, please contact the office of Institutional Planning and Assessment.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

- This year the college will see changes on the **Dean's Executive Committee** as we hire for the position of Vice-Dean Indigenous for 1 January 2018 (replacing the position of Associate Dean Aboriginal) and the position of Vice-Dean Faculty Relations for 1 July 2018 (Vice-Dean Lawrence Martz's term will conclude). Ingrid Pickering has been appointed Acting Vice-Dean Research, Scholarly and Artistic Work for 1 January to 31 December (Vice-Dean Jack Gray will be on administrative leave).
- A **Memorandum of Understanding** on future development of the CaNoRock (Canada-Norway Student Sounding Rocket) / CaNoSat (Canada-Norway Satellite) student training and research program recently was signed. Peta Bonham-Smith, Dean, College of Arts and Science, attended the signing ceremony in Norway on behalf of the University of Saskatchewan. The agreement brings together three Canadian universities (Universities of Calgary, Alberta and Saskatchewan) and several institutions in Norway and is sponsored by the Norwegian Space Centre and the Canadian Space Agency.
- The **Coordinating Committee for Academic Partnership Agreement**, with representation from St. Thomas More College and the College of Arts and Science, has initiated its work to renew this agreement which guides the collaborative, academic partnership between the two Colleges.
- The **2017 Gail Appel Lectureship in Literature and Fine Arts** was given by award-winning film and television actor and producer, and activist Adam Beach. His lecture, *Rewriting the Hollywood Indian*, can be viewed at http://artsandscience.usask.ca/event/2017/adambeach/, and challenged representations of Indigenous people in film and television.
- Keith Carlson from the department of History and Centennial Research Chair in Indigenous and Community-engaged History, has been appointed to the **College of New Scholars, Artists, and Scientists of the Royal Society of Canada**. Further details of this appointment are available at http://artsandscience.usask.ca/news/articles/1357/Keith_Carlson_appointed_to_the_College_o f_New_Scholars_Artis.

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

College of Pharmacy and Nutrition

Alumnus establishes award for clinical pharmacy graduate studies
Betty Corrine Riddell (BSP 1949) bequeathed $75,000 from her estate to the College of Pharmacy and Nutrition to establish an award for graduate studies in clinical pharmacy. The award is part of a series of gifts left to the University of Saskatchewan by Betty and her late husband, W. Murray Riddell.

The Betty Corrine Riddell and W. Murray Riddell (Post) Graduate Pharmacy Award will recognize the academic and leadership abilities of a student who has completed a pharmacy degree at the U of S and intends to pursue a clinical pharmacy graduate degree, also at the U of S. Preference will be given to those with a research interest in oncology.

New Research Strategy in the College of Pharmacy and Nutrition with the announcement of our new $5 Million GSK-CIHR Endowed Research Chair in Drug Discovery and Development
The College of Pharmacy and Nutrition is very pleased to announce the appointment of Dr. Robert Laprairie to the $5 Million -GlaxoSmithKline (GSK)-Canadian Institute of Health Research (CIHR) Endowed Chair in Drug Discovery and Development. Originally from Saskatoon, Robert did a BSc Honours in Biochemistry here at the U of S, then both an MSc in Neuroscience/Pharmacology and a PhD in Pharmacology at Dalhousie in Nova Scotia. He completed a postdoctoral fellow at The Scripps Research Institute, Department of Molecular Therapeutics, in Jupiter, Florida, USA, focusing on cannabinoid ligand structure-activity relationships. He has also written numerous publications, **including recently in Nature in 2017**, and has won several awards and scholarships over the years, **including the prestigious CIHR Postdoctoral award where he was ranked #1 in Canada**.

As well as continuing his research, he will be teaching within our new Doctor of Pharmacy (PharmD) program. A formal press release from GSK and CIHR will be issued in the coming month. Please welcome Robert back to U of S.

College of Education

The Art of Teaching
 Last year, the College of Education piloted the Co-Curricular Record (CCR) initiative, which is now rolling out to other colleges and units on campus. Recognizing the CCR as a valuable complement to the student transcript, the College of Education continues to add to the list of activities that appear on students' CCRs through its Learning Communities (LC) Program.

On Thursday, October 12, the LC program offered an inaugural series of workshops labeled 'The Art of Teaching'. These workshops provided upper year teacher candidates the opportunity to connect with teachers from partner school divisions through collaboration on best practices in the classroom, participation in activities, and the sharing of essential school resources. Over 70 students attended this professional development event, adding to their CCRs. The next workshop is set for November 20, 2017.

2017 Alumni Pinning Ceremony – Calgary, AB
 Following the success of three annual Student Pinning ceremonies and two local Alumni Pinning events, at the request of a number of our Albertan alumni, the College of Education held its first out-of-province Alumni Pinning Ceremony in Calgary on October 5, 2017. It was hosted by College of Education Alumni at Bishop Grandin High School.

The pinning ceremony acknowledges the significant contributions that teachers make in the lives of students, families, and communities. Carefully planned, the occasion presents the opportunity for students, faculty, alumni, and dignitaries to come together in solidarity, in community, and in mutual support of one another through a recitation of the Educator's Profession.

The special evening at Bishop Grandin accomplished all of the above and offered alumni the chance to reconnect with former classmates and colleagues from graduation years spanning 1953 - 2007.

College of Nursing

Indigenous Student Success

9.2%	14.4%	15.4%	17.3%	18.9%	18.8%
2012/13	2013/4	2014/5	2015/16	2016/17	2017/18

Aboriginal Undergraduate Student Representation in the College of Nursing
- Our Indigenous retention rate is very high, at 93%, compared to 95% for the College in total in 2016/17.
- 45% of our Indigenous students study in Prince Albert, Ile a la Crosse, or La Ronge, even though only 14% of our total students study there, showing the importance of our distributed model to our Indigenization goals.
- In Spring 2017, 48 Indigenous students convocated from the Bachelor of Science in Nursing (BSN) program, our highest number ever.
- To the best of our knowledge, we have the highest proportion of Indigenous nursing students of any university in the country. This is especially significant as we have a non-direct entry program with heavy science and math prerequisites.

Reconciliation Efforts
- A syllabi review in Summer 2017 showed that of 28 mandatory BSN courses, 6 have some and 4 have a significant amount. This is informing our efforts to improve the quantity, quality and progression of Indigenous concepts in our curriculum.
- Reconciliation libraries, with titles related to residential schools, reconciliation and Indigenous health and healing, have been placed for borrowing on the honour system at each of our 6 sites.
- The College worked with Canadian Roots Exchange, a youth reconciliation organization, to host a student exchange for health science students in Fort Qu'Appelle October 5-8 including visits to the Treaty 4 Governance Center, All Nations Healing Hospital, and Equine Therapy session.
- The College hosted a forum on *Telehealth in Indigenous and Northern Communities* on October 5th, in partnership with Federation of Saskatchewan Indigenous Nations, Northern Inter Tribal Health Authority, First Nations Inuit Health Branch – Health Canada and eHealth Saskatchewan to examine barriers and opportunities for telehealth to promote access to high quality health care in rural and remote communities.
- The annual College retreat featured a half-day session on reconciliation efforts and the calls to Action, including presentations by Chief Cadmus Delorme (Cowessess First Nation) on racism, reconciliation and education; Jaris Swidrovich (Pharmacy) and Susan Bens (Gwenna Moss Centre for Teaching Excellence) on curriculum mapping and Indigenous content; and Rhett Sangster (Office of the Treaty Commissioner) on the Truth and Reconciliation Commission and Calls to Action.

USSU Report November 2017

1. **Undergraduate Project Symposium**
   a. I'm pleased to report that the USSU is hosting the sixth annual Undergraduate Project Symposium on February 5th, 2018. This event recognizes and celebrates the research, scholarly and artistic work of undergraduate students here at the U of S. Top-ranked students are awarded with prize money, and we have a People's Choice and Signature Areas award. The categories are split into engineering and sciences, and humanities and arts. Further, this event aims to draw attention to the University's Six Signature Research Areas. The UPS Planning Committee is also currently exploring additional prizes and awards that we can introduce for this year's UPS.
   b. If you, or your fellow faculty members, could please spare a few hours on Monday, Feb 5th to judge the Symposium, that would be greatly appreciated. Judges will be asked to view around 8 posters between 11 AM to 1:30 PM. Please email vpacademic@ussu.ca if you are interested in judging.
   c. Additionally, we will be accepting undergraduate student applications to the Symposium until December 15th. Therefore, I would ask that you please encourage, and even shoulder tap, your students to apply! They can apply by visiting the link:
      https://ussu.ca/main-page/events-page/undergraduate-project-symposium/.

2. **Meeting with Minister Hajdu**
   a. The minister was incredibly pleased with the USSU's efforts to increase representation of women in leadership roles within the organization.
   b. The Minister and VP Kapacila discussed the University of Saskatchewan and the recent Star Phoenix article describing the unfortunate low ratio of women to men in leadership positions, faculty positions and managerial roles.
   c. The Minister expressed that she will continue to try to improve access for women in the economy and leadership positions in Canada.

3. **Labour**
   a. VP Kapacila has received a large number of grievances in relation to unlawful deductions.
   b. VP Kapacila is meeting with Glen McRorie, the Government of Saskatchewan's Director of Compliance and Regulations at the Employment Standards Division Ministry of Labour Relations and Workplace Safety to discuss solutions to the problems faced by University students -- Unlawful Deductions, Precarious Work and various infractions to the Saskatchewan Labour Standards Act committed by employers.
   c. VP Kapacila has also contacted the Saskatchewan Federation of Labour and booked dates in term two for Ready For Work sessions focused on University Students.

University of Saskatchewan - Graduate Students' Association

GSA Report – November 2017

In our efforts to fulfill the GSA's annual plan, the GSA has been working on multiple initiatives to correspond with the main goals and objectives of the GSA. Improving the graduate students' representation on University governing bodies, as well as promoting the new Student Supervisor Agreement/guideline amongst academic units on campus.

First: Student Supervisor Agreement/Guideline

The GSA has been in touch with several academic units on campus to present the new Student Supervisor Agreement. There is a sizeable interest among many academic units to test the agreement. We will keep our efforts focussed throughout the year to promote this agreement on campus with an ultimate goal that the University of Saskatchewan adopt it as a mandatory agreement. The GSA would like to draw the University Council member's attention to the GSA Council, who represent most of the academic units on campus, have endorsed this agreement and thus promoting it is one of the main GSA priorities this year. The Student Supervisor Agreement has been viewed amongst students as a supportive tool to improve their academic experience.

Second: Graduate Employees Collective Agreement

The GSA considers the recent ratification of the Graduate Student Employee Collective Agreement as a positive step in the right direction to improve graduate students experiences in the University. We acknowledge the Graduate Employees Union and the efforts of the University to make this happen. We always look forward to changes and initiatives which help to improve the graduate students experience within our University.

Third: Graduate Student Representation

The GSA Council has been in discussion of the possibility of adopting a position statement regarding representation of graduate students on the University Board of Governors. The GSA Council will discuss this in November and will communicate to our campus community the outcome of said discussion.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jay Wilson, chair
                                          Governance Committee

DATE OF MEETING: November 16, 2017

SUBJECT: Changes to Council Bylaws Part III Section V.1.A. *Ex officio*
                                          Membership of the Faculty Councils.

DECISION REQUESTED: *It is recommended:*

That Council approve the changes to Part III Section V.1.A (a) to (m) of the Council Bylaws Membership of the Faculty Councils as shown in the attachment.

PURPOSE:

Council approves the membership of faculty councils as set out in Part III Section V.I.A. of Council's Bylaws. As changes to Council's Bylaws require a 30-day notice of motion, the changes to this section are first presented to Council as a notice of motion. Council was presented with notice of motion of the changes at the October 19, 2017, Council meeting.

DISCUSSION SUMMARY:

The governance committee met on June 1 and September 7, 2017, to consider changes to Part III Section V.1.A of the Council Bylaws. This section sets out that portion of the membership common to all college and school faculty councils.

At the September 7 meeting, the committee carried a motion to recommend that the university registrar, university secretary, and dean, College of Graduate and Postdoctoral Studies have the ability to name a designate to attend faculty council meetings on their behalf. The committee also recommended that the vice-provost Indigenous engagement as a new position be included in the general membership listing of *ex officio* members on faculty councils.

The governance committee considered the question of which of the positions listed in Part III Section V.1.A. (a) to (m) of the Council Bylaws should have the ability to name a designate. The criteria the committee used was whether the position had a

functional role relative to the faculty councils or whether the position embodied a senior leadership role that might be called on to address the faculty council.

The amendments proposed will enable those non-voting *ex officio* members on faculty councils that have a functional role and provide practical and technical support to colleges and schools with the ability to name a designate.

The governance committee thought it important that there be some degree or involvement and oversight by Council and senior administration of faculty councils during critical times. Senior administration, and in particular the president and provost, should be able to attend faculty council meetings if there is a controversial decision or crisis within the college or school requiring their involvement.

Although the ability of senior administrators to name designates would enable greater participation of administration in the affairs of colleges and schools, the committee considered that the goal, in general, of faculty councils is to increase the engagement of the faculty of the college or school in the decisions of the college or school. From this perspective, the fact that the *ex officio* members listed would rarely attend faculty council meetings was not of concern to the committee. Faculty councils are delegates of University Council and therefore have the ability to make decisions independent of Council and senior administration.

With the appointment of Jacqueline Ottmann as the university's first vice-provost Indigenous engagement, members believe this position should be added to the *ex officio* listing in recognition of the university-wide responsibility of the position for Indigenous student success.

The revisions proposed are shown in the attachment. In addition, there are a number of editorial updates.

FURTHER ACTION REQUIRED:

Once approved by Council, colleges and schools will be informed of the changes so that they may also update the membership section of their faculty council bylaws.

ATTACHMENT(S):

1. Council Bylaws Part III Section V.1.A (a) to (m) Membership of the Faculty Councils – with changes showing in markup

V.   CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1.   <u>Membership of the Faculty Councils</u>

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

(a)   The President of the University*
(b)   The Provost and Vice-president Academic*
(c)   The Vice-president Research*
(d)   The Vice-president Finance and Resources*
(e)   The Vice-president University Relations*
(f)   The Vice-provost Teaching and Learning*
(g)   The Vice-provost Indigenous Engagement*
(h)   Chief Information Officer and Associate Vice-president Information and Communications Technology*
(i)   The Dean of the College or the Executive Director of the school, when the school is not encompassed within a college
(j)   The Dean of Graduate and Postdoctoral Studies or designate
(k)   The Dean, University Library or designate*
(l)   The University Secretary or designate*
(m)   The University Registrar or designateand Director of Student Services*
(n)   Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
(o)   Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: November 16, 2017

SUBJECT: **Report on Council Member Attendance**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

As elected members, members have an obligation to attend and participate in all decisions submitted to Council. At its meeting on May 11, 2017, the governance committee discussed Council attendance and the difficulties presented when Council members attend meetings sporadically throughout the year. In response, the committee submitted a request for input to Council to the June 22, 2017 Council meeting to ask for input on what could be done to improve member attendance. With a limited response, the committee followed up in September with a second request for input sent by email to all Council members. In response, eight submissions from Council members were received. The committee considered the submissions at its meeting on October 12, 2017.

DISCUSSION SUMMARY:

Members preferred a staged approach that would consider proactive measures first, rather than punitive measures. Regular attendance at meetings supports an engaged Council. The committee understands that it is not possible for members to attend all meetings throughout the year. However, members should attend the majority of meetings and submit regrets when unable to attend. The committee proposes the following actions as a means to improve the regular attendance at Council meetings by members:

- That as Council is a representative body, that members be encouraged to send a non-voting designate to meetings when they are unable to attend to listen and engage in discussion and convey the substance of the meeting to others; and that as new members are elected they be apprised of their ability to ask another to attend in their place for information purposes.

- That nominees in Council elections be informed that if elected they are committing to attend Council meetings at the designated time for the duration of the meeting, and that the Council meeting schedule be included in the nomination form;

- That if nominees to Council have an immovable conflict for the duration of the year, then the nominee should decline to stand for election; and that if elected members have an immovable conflict for the duration of the year, then the member should resign. These members should then be encouraged to volunteer to serve on a Council committee as a GAA member, as there is greater flexibility in setting committee meeting schedules than the Council meeting schedule.

- That an annual reminder be sent to Council members with the meeting dates outlining the expectation of regular attendance for the duration of the meeting;

- That members be asked to submit regrets for any meeting they are unable to attend; the act of submitting regrets indicates awareness of the meeting and involvement;

- That the chair speak with those members who do not attend and do not submit regrets; through this approach, the chair will also become aware of the various reasons why members do not attend;

- That deans, and in particular new deans, be briefed at Deans' Council about their role at Council as elected representatives of their college and the expectation that as elected members, that deans would also attend Council meetings;

- That an annual letter be sent to the faculty member's department head or dean, copied to the member that provides the details of the member's attendance; for deans, the letter will be sent to the provost; for student members the letter will be sent to the president of the student society of the college or affiliated organization the student represents; the letter for student members will be sent after the February Council meeting as student member terms run from May 1 – April 30; the letters for faculty members and deans will be sent after the April Council meeting as these member terms run from July 1 – June 30.

- That the letter from the university secretary thanking members for their service on Council over the year, copied to the department head, dean, or provost, as the case may be, indicate if lack of regular attendance has been an ongoing problem.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair, nominations committee of Council

DATE OF MEETING: November 16, 2017

SUBJECT: Academic Programs Committee Member Nomination

DECISION REQUESTED: *It is recommended:*

That Council approve the nomination of Michael Cottrell, Department of Educational Administration, College of Education, to serve on the academic programs committee effective immediately and continuing until June 30, 2020.

DISUSSION SUMMARY

Due to a member resignation, a new member from the GAA or Council is required to serve on the academic programs committee.

ATTACHMENT(S):

Academic programs committee membership

ACADEMIC PROGRAMS COMMITTEE

- Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; oversees policies relating to students and academic programs.
- Membership comprises 11 members of the GAA, at least 5 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer

Council Members

Terry Wotherspoon (chair)	Sociology	2020
Nathaniel Osgood	Computer Science	2018
Tammy Marche	Psychology, STM	2018
Kathleen Solose	Music	2019
Shelley Spurr	Nursing	2020
Susan Detmer	Veterinary Pathology	2020

General Academic Assembly Members

Sina Adl	Soil Science	2018
TBD ~~Jeff Park~~	~~Curriculum Studies~~	~~2018~~
Longhai Li	Mathematics and Statistics	2019
Ken Fox	Accounting	2020
Angela Kalinowski (vice-chair)	History	2020

Sessional Lecturer

Clayton Beish	Linguistics and Religious Studies	2018

Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning *(ex officio)*
Russell Isinger	University Registrar *(ex officio)*
Lucy Vuong	[VP Finance designate] FSD – Budget and Special Projects *(ex-officio)*
Jessica Quan	[USSU designate]
Naheda Sahtout	[GSA designate]

Resource members

Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Associate Provost, Institutional Planning and Assessment
CeCe Baptiste	Financial Analyst, Institutional Planning and Assessment

Secretary: Amanda Storey, Office of the University Secretary

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, chair, Academic Programs Committee

DATE OF MEETING: November 16, 2017

SUBJECT: **Certificates and Diplomas Guidelines**

DECISION REQUESTED:

It is recommended:

That Council approve the Certificate Guidelines, and that the recommended name changes be reflected in the Nomenclature Report, effective immediately.

PURPOSE:

Council has authority over degree and degree-level programs, including the approval of certificate and diploma programs. Due to a recent increase in the number of certificates and diplomas, guidelines have been developed to help guide colleges and schools as they work to develop new and innovative program offerings.

CONTEXT AND BACKGROUND:

In 2015 a joint subcommittee of members from the Academic Programs Committee and the Planning and Priorities Committee was formed to better understand the roles that certificates and diplomas play at the University of Saskatchewan.

Concerns had been raised both at Council and in APC of a perceived proliferation of new certificate and diploma programs, as the number of certificate and diploma programs has risen from nine in 2012 to 29 in 2017. Additionally, a number of colleges had been establishing academic regulations to ensure consistency in their certificate and diploma programming.

Throughout 2015 and 2016, the subcommittee conducted a review of how certificates and diplomas are utilized at other Canadian institutions. In doing this review, it became clear that the number of certificates and diplomas at the U of S is modest in comparison to our U15 peers and that there is great disparity in the intensity and length of the programs. At the same time, a review was done of the nature of certificates and diplomas offered at the U of S, and the variety and intensity of offerings at the U of S are represented in the Certificate and Diploma Guidelines attached.

Following from the work of the subcommittee, a Certificate and Diploma Handbook (attached) was developed. After consultation with APC and Planning and Priorities

throughout 2017, it was determined that high-level university-wide guidelines would benefit the campus community.

IMPLICATIONS:
The guidelines attached are to guide colleges and schools as they develop new certificate and diploma offerings. The guidelines are not prescriptive and are not meant to place restrictions on colleges and schools as they develop new academic programs, but are meant to demonstrate current practice at the U of S with regards to naming, admissions, and the intensity and length of the proposed program.

A note that the names included in the Certificate and Diploma Guidelines reflect a new naming convention, as the previous naming convention did not clearly delineate which programs were degree-level and which did not carry academic weight.

CONSULTATION:
The Certificates Subcommittee met a number of times between March 2015 and December 2016 to develop the Certificate and Diploma Handbook and once that was developed, the Office of the Registrar refined the work into the Certificate Guidelines as presented. Consultation occurred with the Academic Programs committee numerous times (November 16, 2016; May 5, 2017; and October 25, 2017) and with Planning and Priorities Committee on September 13, 2017.

ATTACHMENTS:

1. Certificate and Diploma Guidelines

2. Proposed changes to Nomenclature Report

3. Certificate and Diploma Handbook (for information)

TO: Academic Programs Committee of Council

FROM: Russell Isinger, University Registrar

SUBJECT: Certificates and Diplomas – Proposal to Revise Nomenclature and Provide Guidelines

DATE: October 19, 2017

Dear colleagues,

The last several years have seen a growth in certificate and diploma programming across the country. At the U of S, 9 out of 16 colleges currently offer at least one certificate or diploma program, and the total number of these programs has more than tripled over the last 5 years, rising from 9 in 2012 to 29 in 2017. Alongside this interest, several colleges have established academic regulations to ensure consistency in their certificate and diploma programming. Most notably, the College of Arts & Science formalized their certificate regulations in 2012 by securing University Council approval of a "Certificate of Proficiency Program Template." Although the Academic and Curricular Nomenclature document defines characteristics for both program types at a high level, no specific university-wide regulations have been established.

Recognizing the need to better understand the roles that certificates and diplomas play at the U of S, the Academic Programs Committee (APC) and the Planning & Priorities Committee (PPC) formed a joint sub-committee on certificate programs in 2015. Under direction from the sub-committee, Registrarial Services was tasked with conducting a survey of certificate and diploma programming offered at the U of S in the 2016-17 academic calendar year. The data was compiled and presented to APC on November 16, 2016, along with the results of a survey of U15 universities that had been conducted by the Office of the Vice-Provost, Teaching and Learning earlier that year. The results of both surveys confirm that certificates serve a variety of academic and professional functions, depending upon the disciplinary field. Recognizing that each college possesses unique goals, the APC recommended that a set of guidelines, rather than regulations, be developed. These guidelines would provide general consistency across campus, while allowing the flexibility necessary for colleges to offer certificates and diplomas that best enhance the degree programming in their respective fields.

Under University Council's authority, the registrar is responsible for administering academic programming in an orderly manner; this includes categorizing programs in such a way that is

meaningful to both the campus community and the wider national context. With this mandate, Registrarial Services has identified a set of characteristics common to certificates and diplomas offered across the U of S. When paired with the Academic and Curricular Nomenclature definitions, we hope this data will serve as a set of guidelines for colleges as they develop their curricula. Terminology changes are also suggested to more accurately reflect the level of learning required for each certificate and diploma program type at the U of S. It should be noted that the College of Arts & Science "Certificate of Proficiency Program Template" has been used as a model for the proposed guidelines.

Yours respectfully,

Russell Isinger

University Registrar

Certificate and Diploma Guidelines

Certificate and diploma programs have become increasingly recognized for their ability to create exceptional learning opportunities. These programs satisfy a variety of functions at the U of S, including providing students with specialized and professional skills, encouraging postgraduate study, providing opportunities to ladder into degree programming, facilitating unique interdisciplinary opportunities, and generally encouraging a population of life-long learners. While the value of this variety has been acknowledged, the need for a set of guidelines has also been identified. The following document outlines terminology, policies, and key programmatic features associated with certificate and diploma programs at the U of S. Taken together, these components are intended to function as a set of guidelines, rather than a prescriptive template. Faculty are encouraged to consider this information as they develop certificate and diploma programs that enhance their degree programming and satisfy the unique needs of their colleges.

For information on all aspects of the approval of certificate and diploma programs, including the admission requirements and tuition rates, please consult the Academic and Curricular Changes Authority Chart: http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

These guidelines apply to all levels of certificates and diplomas offered by the U of S. These programs are defined as follows:

Degree Level Certificate Under the authority of University Council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. These programs may be completed alongside a degree program, or as a stand-alone program. Programs in this category are classified as follows:

- Certificate (Cert.)
- Post-Degree Certificate (P.D.C.)
- Postgraduate Degree Specialization Certificates (P.G.D.S.C.)

Degree Level Diploma Under the authority of University Council and the Academic Programs Committee, these programs include degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain degree-level programs.

- Diploma (Dipl.)
- Postgraduate Diplomas (P.G.D.)

Non-Degree Level Certificate These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Non-degree level certificates not under the authority of a college shall fall under the authority of an identified administrative unit.

Community Level Certificate These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

Certificate and Diploma Programs Framework:

Level of Study	Program(s)	Admission Requirements	Course Numbering
Community Level	Community Level Certificate	None	Generally include 001-009
Undergraduate Non-Degree Level	Non-Degree Level Certificate	High School Completion	Generally include 010-099
Graduate Non-Degree Level	Non-Degree Level Certificate	Must meet minimum graduate-level admission requirements	Generally include 800 and/or 900-level
Undergraduate Degree Level	-Degree Level Certificate -Degree Level Diploma	Must meet minimum undergraduate-level admission requirements	Generally include 100-499 levels
Post-Degree Undergraduate Level	Post-Degree Certificate	Completion of undergraduate degree is required for admission	Generally include 100-599 levels; majority of courses often fall within 500-level range
Graduate Degree Level	-Degree Level Certificate -Postgraduate Diploma	Must meet minimum graduate-level admission requirements	Generally include 800-level
Postgraduate Degree Level	Postgraduate Degree Specialization Certificate	Completion of graduate degree is required for admission	Generally include 800-level

University of Saskatchewan Certificate and Diplomas – Current Practices

	Course Numbers	Credit Units	Admission Requirements	Academic Standards	Transcripts	Convocation
Community Level Certificate	Course numbers are 001 - 009	No specified credit unit amount	Open admission	Not accepted for credit toward any certificate or degree	Not listed on transcripts	Not awarded at Convocation Ceremony
Undergraduate Non-Degree Level Certificate	Course numbers are 010 - 099	Range of 15 - 30 non-degree level credit units	High school diploma required for admission	Majority of courses are at the non-degree level. No capstone course requirement.	Listed on transcripts	Awarded at Convocation Ceremony
Degree Level Certificate (Undergraduate)	Course numbers are 100 - 499	Range of 15 - 30 degree-level credit units Rationale: 15 credit units are equivalent to one full term of courses; 30 credit units are equivalent to two full terms of courses. The program can be completed in one year.	Must meet minimum admission requirements for the college of ownership	Credit units for the program include necessary prerequisite courses. Students must pass all courses of the program according to approved grading system, promotion and graduation standards. Inclusion of senior-level (200-level or above) capstone or core course (to ensure that the program provides a distinct set of learning objectives and is not just a collection of courses). May be pursued as stand-alone program or concurrent with degree program.	Listed on transcripts	Awarded at Convocation Ceremony
Degree-Level Diploma (Undergraduate)	Course numbers 100 – 499	Minimum of 60 credit units (equivalent to two full years of courses)	Must meet minimum admission requirements for the college of ownership	Credit units for the program include necessary prerequisite courses. Students must pass all courses of the program according to approved grading system, promotion and graduation standards. Courses often ladder into undergraduate degree-level programming.	Listed on transcripts	Awarded at Convocation Ceremony

	Course Numbers	Credit Units	Admission Requirements	Academic Standards	Transcripts	Convocation
Post-Degree Certificate (Undergraduate)	Courses are numbered at the undergraduate level (100-599 levels). Usually, a majority of courses are numbered at the 500-level.	Range of 15 - 30 degree-level credit units Rationale: 15 credit units are equivalent to one full term of courses; 30 credit units are equivalent to two full terms of courses. The program can be completed in one year.	Must have completed an undergraduate degree for admission	Students must pass all courses of the program according to approved grading system, promotion and graduation standards. Inclusion of senior-level capstone or core course (to ensure that the program provides a distinct set of learning objectives and is not just a collection of courses).	Listed on transcripts	Awarded at Convocation Ceremony
Graduate Non-Degree Level Certificate	Courses are generally numbered at the 800 and 900-levels, but carry 0 credit units	Courses are generally numbered at the 800 and 900-levels, but carry 0 credit units	Must meet minimum graduate-level admission requirements	Must be taken concurrently with degree program.	Listed on transcripts	Awarded at Convocation Ceremony
Degree Level Certificate (Graduate)	Comprised of 800-level courses	Range of 6-9 credit units	Must meet minimum graduate-level admission requirements	May be pursued as stand-alone program or concurrent with degree program. Students must pass all courses of the program according to approved grading system, promotion and graduation standards.	Listed on transcripts	Awarded at Convocation Ceremony

	Course Numbers	Credit Units	Admission Requirements	Academic Standards	Transcripts	Convocation
Postgraduate Diploma (Graduate)	Comprised of 800-level courses	Minimum of 30 credit units, at least 18 credit units at the 800 level in the same field of study	Must meet minimum graduate-level admission requirements	Research is not a basic part of such programs, although candidates in some fields may be given the opportunity to become acquainted with research techniques. Students must pass all the courses of an approved program with a grade of at least 60% in each course and an average of at least 65% for all courses.	Listed on transcripts	Awarded at Convocation Ceremony
Postgraduate Degree Specialization Certificate (Graduate)	Comprised of 800-level courses	Minimum of 26 credit units	Completion of graduate-level degree	Specialized postgraduate professional training programs. Designed to emphasize areas of competence in a particular field. Students must pass all courses of the program according to approved grading system, promotion and graduation standards.	Listed on transcripts	Awarded at Convocation Ceremony

Related Documents

Academic and Curricular Changes Authority Chart: http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php
Academic and Curricular Nomenclature: http://www.usask.ca/secretariat/documents/nomenclature.php
Academic Courses Policy: http://policies.usask.ca/policies/academic-affairs/academic-courses.php
Arts & Science Template for Certificate of Proficiency, University Council November 15, 2012: attached

Proposal to Revise Certificate and Diploma Nomenclature:

It is recommended that Council approve revised nomenclature for certificate and diploma programs, and that the revisions be incorporated into the next update of the U of S Academic and Curricular Nomenclature document. The following highlights the proposed revisions in red:

Degree Level Certificate ~~*Certificates of Proficiency*~~ Under the authority of University Council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. Undergraduate programs in this category include certificates and post-degree certificates; graduate programs in this category include certificates, and postgraduate degree specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

Degree Level Diploma ~~*Diplomas of Proficiency*~~ Under the authority of University Council and the Academic Programs Committee, these programs include degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.

Non-Degree Level Certificate ~~*Certificate of Successful Completion*~~ These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Non-Degree Level Certificates ~~Certificates of successful completion~~ not under the authority of a college shall fall under the authority of an identified administrative unit.

Community Level Certificate ~~*Certificate of Attendance*~~ These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

College of Arts and Science

Certificate of Proficiency Program Requirements
Approved by University Council, November 15, 2012

1. Minimum of 15 credit units and a maximum of 30 credit units of courses that count for credit in the College of Arts & Science. Credit units required for the program must include any necessary prerequisite courses.

2. Residency requirement: Students must complete at the University of Saskatchewan at least half of the total required credit units, rounded to the nearest highest multiple of 3 credit units.

3. Graduation standard: Minimum C.W.A. of 62.5% in all courses attempted which credit toward the Certificate.

4. Each certificate program must have a capstone or core course, which must be at the 200-level or above.

Rationale for above requirements:

1. Minimum of 15 credit units:
   - Equivalent to one full term of courses
   Maximum of 30 credit units:
   - Allows a certificate to potentially be earned in one full year of study (though if there is a capstone course this may require block offerings or that the capstone course be offered in May-June)

2. Residency requirement of half of the credit units aligns with existing requirement for degree programs within the College. All University of Saskatchewan courses taken, whether offered on campus, online, or through partnerships with regional colleges, are counted toward this requirement. As only University of Saskatchewan courses are used to calculate the graduation average, this ensures that at least 9 credit units are used in this calculation.

3. The graduation standard of 62.5% aligns with the minimum graduation average required in the major subject for all disciplinary and most interdisciplinary Three-year and Four-year programs (subject average in the major). As the courses counted in a certificate program will all contribute to the selected learning outcomes, similar to those in a major, the subject average is considered to be the appropriate parallel.

All courses attempted which may credit toward the certificate will be used in the calculation of the graduation average. In some cases this may mean that more than the minimum number of credit units will be included. This aligns with the College practice for calculating subject and overall averages. This procedure is followed to disallow the opportunity to choose only the highest grades, which advantages students who have the means to take additional courses.

4. Each certificate program must have a capstone or core course. This requirement is designed to ensure that the program provides a complete learning piece (distinct set of learning objectives). The capstone or core course must be at the 200-level or above. A capstone course should require one or more of the courses that credit to the certificate as a prerequisite/co-requisite. A core course may be taken concurrently with other courses used for the program, and will focus on key learning objectives of the program.

UNIVERSITY OF SASKATCHEWAN

Handbook on Certificate Development

Introduction

This handbook has been compiled in response to a growing interest in certificate programming at the U of S, and in the wider national context. Recognizing that each college has a unique mandate, we hope to provide a framework within which to understand the various roles that certificates play at the U of S, rather than to prescribe a uniform template. To accomplish this, we have taken a chronological approach to the presentation of this handbook. Part I includes a record of the background discussions that provided the impetus for this handbook; Part II presents the policies under which certificate programming is currently being developed; and Part III provides an inventory of certificate programs offered at the U of S, highlighting the themes and questions that are repeatedly discussed by faculty as they develop and approve certificate programs. To provide some context, the inventory includes documentation on diplomas, minors, and concentrations. While each program type serves a unique purpose, the differences are subtle and the amount of overlap has often been noted. Therefore, a discussion of all four program types seems necessary to complete the picture around certificate programming.

Finally, we have provided a summary and set of recommendations that could be used to ensure general consistency across the types of certificates offered at the U of S, and encourage continued alignment with our U15 counterpart institutions in the country. At the very least, we hope this information will serve to provide colleges with guidance as they develop certificates that will best enhance their degree programming.

PART I: Background

Briefing note: Joint sub-committee on certificate programs

At the January 2015 meeting of council there was discussion on the recent rise in the number of certificate programs coming forward for authorization. There has been a proliferation of requests for new certificate programs coming through the academic programs committee (APC) and at present there is a lack of a standard structure for certificates of proficiency, aside from the requirement to use degree-level classes. Confusion exists amongst members of the institution on the difference between a minor and a certificate. The value of certificate programs to other institutions and employers has not been assessed. Currently, only the College of Arts and Science has an approved certificate template.

A number of rationales for new certificate programs have been heard at APC, such as:
- They allow expertise in a topic and can usually be taken in a year;
- Some can be used to ladder into a degree program;
- Most are offered at a minimal additional cost, as they are offered using existing courses;
- They add credentials in addition to an existing degree program;
- They can be offered to students outside the college or school offering the certificate (unlike a minor); and
- Some are offered as stand-alone programs that can be taken post-graduation.

To address the many concerns that have been raised, a joint sub-committee with representation from both the APC and planning and priorities committee is being developed to look at certificate programs. This joint sub-committee will have access to administrative support from the Office of the University Secretary and resources from the Office of Vice-Provost, Teaching and Learning. The joint sub-committee will develop its own terms of reference.

The sub-committee will focus its efforts on conducting a review to determine what other U15 institutions have for certificates and what standards they have in place for developing new certificate programs, and on developing a good understanding of what we currently have in place for certificate programs and what purposes they serve. The sub-committee will also determine what type of quality assurance review is required of these programs.

This joint sub-committee will look at these issues with the goal of delivering a report and recommendation on certificate programs to Council.

UNIVERSITY COUNCIL

PRESENTED BY: Roy Dobson, chair

                Academic programs committee

DATE OF MEETING: February 26, 2015

SUBJECT: Certificate Programs

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

At the January 2015 meeting of council, the academic programs committee (APC) was asked to return with a report of certificate programs offered at the University of Saskatchewan, which is attached as item 2.

DISCUSSION SUMMARY:

In response to concerns raised at the January meeting of Council about the increase in number of certificate programs and the lack of a standard structure for certificates of proficiency, aside from the requirement to use degree-level classes, a joint sub-committee is being developed with representation from both APC and the planning and priorities committee. This joint sub-committee will develop its own terms of reference. The sub-committee will focus its efforts on conducting a review to determine what other U15 institutions have for certificates and what standards they have in place for developing new certificate programs, and on developing a good understanding of what we currently have in place for certificate programs and what purposes they serve. The sub-committee will also determine what type of quality assurance review is required for these programs.

This joint sub-committee will work with the end goal of bringing forward a report and a recommendation to Council on certificate programs at the U of S.

ATTACHMENTS:

- Guideline for certificate and diploma programs at the University of Saskatchewan
- List of certificate programs at the University of Saskatchewan

Guidelines for Certificate and Diploma Programs at the University of Saskatchewan
As approved by the Academic Affairs Committee of Council in June, 1988 and revised by the Academic Programs Committee in May, 2000

Following are guidelines developed by the Academic Programs Committee to provide a framework for diplomas and for certificate programs. Three types of certificates are identified: Certificate of Proficiency; Certificate of Successful Completion; and Certificate of Attendance. Each is described by its principal characteristics and by example, and the final steps for approval are outlined.

1. Certificates of Proficiency and post-graduate diplomas

   • Approved by Council on the recommendation of the Academic Programs Committee

   • Used to signify the completion of a recognized program of degree-level courses

   • Implies the attainment of a degree-level standard of proficiency, achievement, or promotion

2. Diploma in Agriculture

   • Approved by Council on the recommendation of the Academic Programs Committee

   • The program includes university-level courses, and completion implies the attainment of a university-level standard of achievement.

Rationale: The Diploma in Agriculture program is a unique case at the University of Saskatchewan. It is a program covering more than a hundred students and drawing on College of Agriculture resources. Some of its courses transfer to the degree programs. However, in the past revisions in the program had been approved by the Vice-President (Academic), not by Council. In the policy previously followed by the Academic Affairs Committee, the Diploma in Agriculture had been "grandfathered" to continue this procedure. The Academic Programs Committee agreed that considering the number of students involved in the program and, in particular, its reliance on College of Agriculture resources, there did not appear to be a rationale to continue to handle this program outside of the usual Council approval procedures for academic programs. The College of Agriculture supported this change.

3. Certificate of Successful Completion

   • Approved by the Vice-President (Academic) on recommendation of an appropriate Dean, following consultation with the Office of the Registrar and the Academic Programs Committee (where such consultation is appropriate)

   • Used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topic covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion

   • Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training.

Rationale: As was noted in the Report of the Committee to Review the Role and Mandate of the Extension Division (May, 1996), these post-secondary programs present issues about transfer credit to university programs and "laddering" (where students expect they will be able to move from certificate to degree programs). Therefore it is appropriate that the Academic Programs Committee would play a role in the approval of the certificate programs. Advice to the Vice-President (Academic) would allow potential issues in this area to be identified.

1. Certificate of Attendance

- Approved by the Dean of a college, after consultation with the Vice-President (Academic).
- Used to certify satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college at the University of Saskatchewan.
- Does not imply attainment of a standard of proficiency, achievement or promotion.

List of Certificate Programs

Diplomas and Certificates of Proficiency
Graduate Level:
- Postgraduate Diploma (P.G.D.)
- Postgraduate Degree Specialization Certificate (P.G.D.S.C.)
- Certificate in Social Economy and Co-operatives*
- Graduate Certificate in One Health*

Undergraduate Level:
- Aboriginal Business Administration Certificate
- Aboriginal Teacher Associate Certificate
- Certificate in Criminology and Addictions
- Certificate in Global Health
- Certificate in Global Studies
- Certificate in Secondary Technical Vocational Education (C.S.T.V.E.)
- Certificate in Sustainability
- Indigenous Peoples Resource Management Certificate
- International Business Administration Certificate
- Post-Degree Specialization Certificate (P.D.S.C.)
- Post-Degree Certificate in Education: Special Education
- Certificate in Jazz*
- Certificate in Justice, Ethics, and Law*
- Certificate in Applied Ethics*
- Certificate in Classical and Medieval Latin*
- Certificate in Practical and Applied Arts*

Diploma level:
- Diploma in Agribusiness
- Diploma in Agronomy

Certificates of Successful Completion
- Business Administration Certificate
- Certificate in Adult and Continuing Education
- Certificate in English for Academic Purposes
- Certificate in Teaching English as a Second Language
- Executive Business Administration Certificate
- Prairie Horticulture Certificate
- Graduate Pathways Certificate

Certificates of Attendance
- Certificate of Art and Design
- Certificate in Teaching English as a Foreign Language
- Certified Crop Science Consultant
- Master Gardener Certificate

Certificate Development at the U of S
Office of the Vice-Provost Teaching and Learning
P. McDougall, R. Isinger, E. Daniel-Vaugeois, 2016

Primary Objectives of the Review

1.   External Scan:

U15 comparative study:
- Identify types of certificates and diplomas at each U15 university + University of Regina
- Understand the structure of certificates when possible
- Collect policies and procedures when available

2.   Internal scan:

Review Enrolment Data:
- Determine the number of certificates and diplomas at the U of S
- Classify programs by date of creation
- Review enrolment activity for the past 5 years

Interviews with faculty members:
- Enhance certificate understanding on campus
- Understand the impact of certificates on the reputation of the U of S
- Determine the academic value of certificates
- Understand the demand for such programs
- Determine the value of certificates from employers' and stakeholders' perspectives

Table of Contents

1. Introduction

21 current programs of proficiency at the University of Saskatchewan:
- 14 certificates
- 2 post-degree certificates
- 2 diplomas
- 1 post-graduate diploma
- 2 graduate certificates

Number of certificates through time:

2012: 9 certificates and diplomas

2013: 12 certificates and diplomas (+3 new certificate programs)

2014: 15 certificates and diplomas (+3 new certificate programs)

2015: 21 certificates and diplomas (+6 new certificate programs)

2016: 29 certificates and diplomas (+8 new certificate programs)

2. External Scan: U15 Comparative Study

- **University of Alberta** – Undergraduate students: 31,648 /Graduate students: 7,664/ Total: 39,312

    Types of programs:
    - ➢ Embedded Credit Certificate: Requirements of the certificate can be met during the regular degree program; defines a specific area of focus for the student during the course of their degree program.
    - ➢ Freestanding-credit certificate: Stand-alone programs, taken independent of a degree program.
    - ➢ Non-credit certificates: All certificates given by Faculty of Extension. Professional development.
    - ➢ Diplomas: Diploma programs have existed at the University of Alberta for many years without any formal singular structure or framework. Moving forward, diplomas will be treated as a freestanding credit credential.

    Interesting facts:
    - ➢ Approximately 40 certificates and diplomas
    - ➢ Undergraduate certificates are between 9 and 30 credit units
    - ➢ Graduate certificates are constituted of 9 credit units
    - ➢ Focus on embedded credit certificates

- **University of British Columbia** – Undergraduate students: 31,648 /Graduate students: 7,664/ Total: 39,312

    Types of programs :
    - ➢ Undergraduate:
        - ▪ Undergraduate certificate
        - ▪ Diploma
    - ➢ Graduate:
        - ▪ Graduate certificate
        - ▪ Post-graduate certificate

    Interesting facts
    - ➢ Approximately 100 programs in total
    - ➢ 60 undergraduate certificates
    - ➢ 40 undergraduate certificates are housed in Continuing Studies (non-degree)
    - ➢ Certificates of proficiency are up to 60 credit units
    - ➢ Graduate programs are constituted of 12 or 15 credit units
    - ➢ Diplomas are generally 30 credit units
    - ➢ Focus on undergrad programs (only 10 graduate programs)

- **University of Calgary** – Undergraduate students: 24,000 /Graduate students: 6,000 /Total: 31,000+

    Types of programs :
    - ➢ Undergraduate:
        - ▪ Certificate
        - ▪ Post-baccalaureate certificate

- **University of Calgary** – (Continued)
    - Graduate:
        - Diploma
        - Graduate diploma
        - Post-master's diploma
        - Post-doctoral diploma

    Interesting facts:
    - Approximately 65 certificates and diplomas
    - 47 of these programs are housed in Continuing Education (non-degree)
    - Continuing Education has a focus on online programs
    - Diversity of degrees in names (below) and credit units (from 12 to 75 cr. Units)
    - Focus on adult learning

- **Dalhousie University** – Undergraduate students: 15,000 /Graduate students: 3,500+ /Total: 18,500
    Types of programs:
    - Undergraduate: Credit-Bearing Certificate
        - Coherent body of knowledge with measurable learning outcomes; Must be of intellectual rigor comparable to UG level
        - Does not require concurrent enrolment in an undergraduate program
    - Diploma
        - Clarity about whether the diploma contributes to a degree and/or contributes to laddering (such as certificate-diploma-degree)
    - Graduate: Credit-Bearing Certificate
        - Same minimum admissions requirements as a master's degree program
        - Completed through concurrent enrolment with a degree program or through non-degree graduate enrolment
        - May allow students to accumulate credits toward graduate diploma or degree studies
    - Diploma
        - Identical to the common elements of Graduate Certificates with a deeper conceptual understanding that enables a critical evaluation of current research, advanced scholarship, and methodologies in the discipline
        - Often constitute part of a Graduate Degree, or may serve as an exit credential from a Graduate Degree, or may be offered as stand-alone exit credential

    Interesting facts:
    - 63 programs in total
    - 43 certificates and 7 diplomas at the undergraduate level
    - 12 certificates and 1 diploma at the graduate level
    - Number of credits from 7 to 30 in all programs
    - Focus on undergrad certificate of credit-bearing certificate

- **Université Laval** – Undergraduate students: 35,000 / Graduate students: 13,000 / Total: 48 000+
  - **Types of programs :**
  - ➢ At the undergraduate level:
    - ▪ The certificate (24 or 36 credit units)
    - ▪ The "custom-made" certificate (30 credit units)
    - ▪ The microprogram (9 and 18 credit units)
  - ➢ At the graduate level:
    - ▪ The diploma in specialized studies (D.E.S.S.) (24 and 30 credit units)
    - ▪ The "custom-made" D.E.S.S. (30 credit units)
    - ▪ The microprogram (9 or 18 credit units)

  - **Interesting facts:**
  - ➢ 218 programs in total
  - ➢ ALL proficiency (can ALL be included in degree)
  - ➢ Flexible delivery model (in class, online, and/or hybrid, full time, part time, day, night)
  - ➢ Focus on innovation and specialization

  - **General objectives of programs:**
  - ➢ Gain basic formation in a field of knowledge;
  - ➢ Gain competencies or develop new competencies according to the evolution of the field of knowledge;
  - ➢ Specialization to a training area to enrich a professional training and ease entry on the job market;
  - ➢ Increase abilities of synthesis inherent to the principles, concepts and methods fundamentals to a field of knowledge;
  - ➢ Enrich culture and general knowledge.

- **University of Manitoba** – Undergraduate students: 25,000 / Graduate students: 5,000 / Total: 30,000
  Types of programs:
  - ➢ Certificate
  - ➢ Diploma
  - ➢ Post-baccalaureate diploma

  - **Interesting facts:**
  - ➢ Approximately 60 programs in total
  - ➢ 40 certificates housed in Continuing Education (non degree)
  - ➢ Very low number of certificates of proficiency found (5)
  - ➢ Focus on adult learning

- **McGill University** – Undergraduate students: 27,035 / Graduate students: 9,246 / Total: 36,281
  - **Types of programs :**
  - ➢ Undergraduate:
    - ▪ Certificate
    - ▪ Diploma
  - ➢ Graduate:
    - ▪ Graduate certificate
    - ▪ Graduate diploma

- **McGill University** – (Continued)

  Interesting facts:
  - 93 programs in total
  - 42 certificates and 1 diploma at the undergraduate level
  - 32 graduate certificates and 16 graduate diplomas at the graduate level
  - Higher number of programs at the graduate level (43 undergraduate VS. 50 graduate)
  - Heavy programs at the undergraduate level (mainly 30 credits, with some constituted of 48 or 60 credit units)
  - Graduate programs are constituted of 15 or 30 credit units
  - Mainly offered by the School of Continuous Studies but still certificates of proficiency
  - Focus on graduate programs

- **McMaster University** – Undergraduate students: 5,000 / Graduate students: 25,000 / Total: 30,000

  Types of programs :
  - Certificates and diplomas

  Interesting facts:
  - 12 programs
  - All housed in Centre for Continuing Education (non degree)
  - In class and online
  - No certificate of proficiency

- **Université de Montréal** – Undergraduate students: 34,335 / Graduate students: 11,925 / Total: 46,260

  Types of programs :
  - Undergraduate:
    - Certificate (30 credit units)
    - Microprogram (15 credit units)
  - Graduate:
    - Diploma in Specialized Studies (D.E.S.S.) (30 credit units that may include electives or internship)
    - Microprogram (15 credit units)
    - Complementary degree (diplôme complémentaire) (additional 17 credit units to a master's degree)

  Interesting facts:
  - Approximately 170 programs in total
  - 40 undergraduate certificates
  - 95 microprograms
  - 10 complementary degrees (diplôme complémentaire)
  - Flexible delivery model (in class, online, and/or hybrid, full time, part time)
  - Can double count certificates and microprograms in interdisciplinary bachelors at the undergraduate level
  - At the graduate level, structure named «gigogne» (students first take a microprogram (15 credit units); they after take a certificate (15 credit units); finally enroll in a degree (15 credit units) for a total of 45 credit units)
  - Focus on programs of proficiency

- **University of Ottawa** – Undergraduate students: 36,000 / Graduate students: 6,500 / Total: 42,500
    - **Types of programs :**
    - ➢ Undergraduate (certificate):
        - ▪ 30 credit units
        - ▪ Independent undergraduate program
    - ➢ Graduate (diploma):
        - ▪ Program for which the admission requirements include at least a bachelor's degree

    - **Interesting facts:**
    - ➢ Approximately 60 programs
    - ➢ 30 undergraduate certificates
    - ➢ 30 graduate diplomas

- **Queen's University** – Undergraduate students: 16,300 / Graduate students: 4,500 / Total: 21,000
    - **Types of programs :**
    - ➢ Undergraduate Certificate:
        - ▪ 15 credit units
        - ▪ An Undergraduate Certificate may be a stand-alone credential or, under prescribed conditions, it may be part of a set of laddered UG Diploma and/or Degree Programs
    - ➢ Graduate Certificate:
        - ▪ Minimum of 15 credit units
        - ▪ Admission to a Queen's GRAD Certificate requires an UG degree as a prerequisite.
        - ▪ Graduate Certificates are often designed to provide advanced skills and technical/specialized knowledge in a specific field or area that may only peripherally relate to the graduate Programs in the parent academic unit(s). A Graduate Certificate may be a stand-alone credential or, under prescribed conditions, it may be part of a set of laddered Graduate Diploma and/or Degree Programs.
    - ➢ Undergraduate Diploma:
        - ▪ 30 credit units
        - ▪ An Undergraduate Diploma may be a stand-alone credential
    - ➢ Graduate Diploma:
        - ▪ Minimum of 12 credit units
        - ▪ Admission to a Queen's Graduate Diploma requires an Undergraduate degree as a prerequisite
        - ▪ A Graduate Diploma may be a stand-alone credential or, under prescribed circumstances, it may be part of a laddered set of Programs leading to a Master's degree

    - **Interesting facts:**
    - ➢ 7 certificates
    - ➢ All certificates of proficiency but one

- **University of Saskatchewan** – Undergraduate students: 18,000 /Graduate students: 4,000 /Total: 22,000
  - **Types of programs :**
    - ➢ Certificate of Proficiency and post-graduate diplomas
      - ▪ Implies the attainment of a degree-level standard of proficiency, achievement, or promotion
    - ➢ Diploma in Agriculture
      - ▪ Approved by Council on the recommendation of the Academic Programs Committee
      - ▪ The program includes university-level courses, and completion implies the attainment of a university-level standard of achievement.
    - ➢ Certificate of Successful Completion
      - ▪ Used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses.
    - ➢ Certificate of Attendance
      - ▪ Used to certify satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college at the University of Saskatchewan.
      - ▪ Does not imply attainment of a standard of proficiency, achievement or promotion.

  - **Interesting facts:**
    - ➢ 31 programs
    - ➢ 6 to 66 credit units
    - ➢ Focus on undergraduate programs

- **University of Toronto** – Undergraduate students: 35,000/Graduate students: 15,000 /Total: 50,000
  - **Types of programs :**
    - ➢ Diploma and Certificate programs offered in conjunction with degree programs:
      - ▪ The content of the diploma or certificate program should complement the respective degree program
      - ▪ Completion of such diploma and certificate programs is to be recognized through an appropriate form of attestation by the division offering the program; students do not receive diplomas at Convocation.
    - ➢ Certificate programs in continuing education:
      - ▪ Open admission, but may be targeted to particular professional and quasi-professional areas
      - ▪ Comprise a coherent sequence of courses
      - ▪ Credit may not be transferred to degree programs
      - ▪ Students are not registered as University of Toronto students, and do not receive diplomas at Convocation
    - ➢ Post-secondary certificate programs:
      - ▪ Require completion of secondary school as a condition of admission
      - ▪ Comprise a coherent sequence of courses
      - ▪ Provide for a mechanism of assessment of student performance
      - ▪ Students are registered as University of Toronto students, and receive diplomas at Convocation

- **University of Toronto** – (Continued)
  - May include courses offered for credit in an undergraduate degree program, for which credit may be transferred if the student enrolls in the degree program.
  - Diploma programs:
    - Require completion of an undergraduate or graduate degree for admission
    - Provide for a mechanism of assessment of student performance
    - Students are registered as University of Toronto students, and receive diplomas at Convocation
    - May include courses offered for credit in a graduate degree program, for which credit may be transferred if the student enrolls in the degree program.

    Interesting facts:
    - 50 programs
    - 12 programs housed in the School of Continuing Studies
    - 6 graduate programs
    - Very small number of programs found considering the size of the university

- **University of Waterloo** – Undergraduate students: 27,000 /Graduate students: 4,400 /Total: 31,400

    Interesting facts:
    - 16 certificates
    - All house in Centre for Extended learning (non degree)
    - 6 certificates in class
    - 10 certificates online
    - Focus on adult learning

- **University of Western Ontario** – Undergraduate students: 31,000 /Graduate students: 5,500 /Total: 36,500

    Types of programs :
    - Certificate:
      - Pre-degree program;
      - Requiring up to the equivalent of one calendar year or more to complete;
      - Consisting of a minimum of 3.0 degree-credit courses, frequently in combination with a certificate-credit component.
    - Diploma:
      - Post-degree program;
      - Requiring the equivalent of one calendar year or more to complete;
      - Consisting of a minimum of 5.0 degree-credit courses.

    Interesting facts:
    - 32 programs
    - 3 graduate diplomas
    - 10 certificates housed in Continuing studies (non degree)

- **University of Regina** – Undergraduate students: 10,740 /Graduate students: 1,530 /Total: 12,270

    Types of programs :
    - ➤ Undergraduate:
        - ▪ Certificate
        - ▪ Diploma
    - ➤ Graduate:
        - ▪ Certificate

    Interesting facts:
    - ➤ Approximately 55 programs
    - ➤ 40 certificates (12 to 66 credit units, but mostly 30 credit units)
    - ➤ 10 diplomas (60 credit units)
    - ➤ 5 graduate certificates (6 credit units)

External Scan – What we have learned about our certificate and diploma programs?

Programs:
- The U of S still has a small number of certificate programs

- The U of S has a large range of credit units - from 6 (<u>graduate</u> certificate) to 36 (<u>undergraduate</u> certificate)

- Among the U15, the most common pattern for credit units is 30 credit units at the undergrad and 12 credit units at the graduate level

Documentation:
- Collected documentation (policy, guidelines, handbook, etc.) for 7 universities

- The University of Saskatchewan documentation does not include general characteristics, objectives, approval process, templates, etc.

- **Online programs:** U of Alberta; Dalhousie; Waterloo; Laval; U de Montreal

- **Graduate programs:** McGill

- **Adult learning:** U of Calgary; McMaster University; Manitoba; Waterloo; Western Ontario

- **Heavier programs (30 cu and +):** McGill; Ottawa; U de Montreal; UBC; Laval; U of Regina

3. Internal Scan: Enrolment Data

Enrolment Data of Certificate and Diploma Programs

From 2010 to 2015: 496 certificate and diploma graduates

#	Programs	Year of creation	Distinct Enrolment	Distinct Graduation	Graduation Rate
1	Cert in Tech Voc Educ	Prior to 2012	3	0	**0%**
2	Cert in Aboriginal Bus Admin	Prior to 2012	31	2	6%
3	Cert in Indig Peop Res Mgmt	Prior to 2012	148	113	**76%**
4	Post Degree Spec Certificate	Prior to 2012	34	3	9%
5	Post Deg Cert in Educ Spec Ed	Prior to 2012	584	230	39%
6	Post Graduate Diploma	Prior to 2012	117	9	8%
7	Diploma in Agribusiness	Prior to 2012	170	81	48%
8	Diploma in Agronomy	Prior to 2012	140	53	38%
9	Certificate in Global Health	Prior to 2012	0	0	-
10	Certificate in Sustainability	2013	0	0	-
11	Certificate in Global Studies	2013	1	2	200%
12	Cert in Criminology and Addiction	2013	5	3	60%
13	Certificate in Jazz	2014	0	0	
14	Certificate in Classical and Medieval Latin	2014	0	0	-
15	Cert in Aboriginal Theatre	2014	0	0	-
16	Cert in Indigenous Languages	2015	8	0	0%
17	Grad Cert Soc Econ and Co-op	2015	1	0	0%
18	Cert in Pract and Applied Arts	2015	0	0	-
19	Certificate in Applied Ethics	2015	0	0	-
20	Certificate in Justice, Ethics, and Law	2015	0	0	-
21	Certificate in One Health	2015	0	0	-

4. Internal Scan: Interviews with faculty members

Interviews with faculty members - 14 face-to-face and phone interviews with 15 faculty members, staff members, and one associate dean. All of the individuals interviewed have been involved in very recent certificate development processes.

1. **Why did you decide to develop a certificate in the first place?** Respondents decided to develop a certificate for the following reasons:

   Student demand:
   - Enrolment (classes full)
   - Flexibility (can graduate after their degree)
   - Verbal demand for a specialization
   - To give to students a better recognition than an existing option

Community:
- Explicit demand from the community for practical and compact program

Institution:
- Inexpensive and flexible program
- Increase and diversify recruitment (professional, national and international)

Market:
- Demand perceived for the certificate in the industry

Mission:
- Create value-added; creation of knowledge

2. **How did you determine the academic value of the certificate for the students?** Respondents determined the academic value of their certificate(s) based on the following criteria:

- Existing courses
- What is in demand in the work force and in community
- On U of S expertise, provincial, national, and international trends and knowledge
- Innovation

3. **How did you judge the demand for the certificate?** Two indicators are used to determine the demand for certificates:

- Enrolment data
- External scan: - Consulted market data provided by the federal government
  - Other programs offered in Canada
  - Consultation with potential employers

4. **How did you determine that this certificate fits in the architecture of your academic program/unit/college?** Two criteria are used:

- Many classes in the program are existing classes
- Part of the mission, focus and expertise of the school/college

5. **In your opinion, what is the value of a certificate from an employer's perspective?** 3 different answers were collected:

- Indication of a specialization
- Terminology is confusing for an employer
- It is early to tell what the real impact is

6. **Do you think that your new certificate has an impact on the reputation of your academic unit and/or of the University of Saskatchewan?** According to the respondents, certificates have a positive impact on the institution for the following reasons:

Internal:
- Increase enrolment
- Increase integration among units on campus
- Solidify the identity of the program and department

External:
- Show success outside of the university walls
- Show that the university is supportive of certain students
- Demonstrate leadership

7. **Have you noticed any issue in the strategy of development of certificates at the U of S compared to other Canadian institutions?** The following issues were noted:

- Certificates need to be robustly defined and standardized (what is the difference between the certificate and the minor)
- There is no apparent strategy for certificate development
- No support for promotion of certificates
- The university is not set up well to develop interdisciplinary programs

8. **What is your vision for certificates at the U of S?**

- Should focus on specialization
- Too many certificates would diminish the reputation of the university
- Should develop programs based on our expertise
- Need clear strategic orientation (not adult learning)

What we have learned?

Context:
- Significant and recent growth of certificate programs at the U of S
- Diversity of perceptions among campus community: some believe there is pressure to develop certificate programs, others think the reverse is true.

Why certificates:
- Create expertise for students
- Consolidate existing credential for students
- Demand may come from the community (Aboriginal Theatre Certificate)
- Certificates are seen as flexible, inexpensive, low risk

Academic Value:
- Academic value based on existing content rather than innovation. In 2014 and 2015, an average of 28% of credit units included in new certificate programs were new credit units; 72% were existing material.

Market demand:
- Enrolment data is the first and may be the only market data consulted

Impact of certificates:
- Not sure of the impact of certificates on employers' perspective, but sure that it is giving a certain advantage to students in a job interview

Diversity of vision for certificate development
- Certificate development has to support industries that are growing / certificate development should support knowledge development

Challenges:
- Strategic guidance
- Definition of programs
- Objectives of programs
- Promotion of new programs
- Interdisciplinary programs

5. Key Considerations of the Working Group for Future Directions

- ➢ Outcomes corresponding to rigor of degree programs
- ➢ Programs consistent with the roles and mission of the institution
- ➢ Should we standardize and/or regulate?
  - Number of credits (range)
  - General characteristics
  - General objectives
  - Admission requirements
  - Number of undergrad programs / number of grad programs
  - Allow exceptions (number of credits)
- ➢ Common comprehension of strategy (innovation or existing content)
- ➢ Market (adult; undergraduate; graduate)
- ➢ Adaptability of delivery (evenings; online; part-time)
- ➢ Programs assessment; keep track of students
- ➢ Develop and implement a promotion plan
- ➢ Website

MINUTES OF A MEETING OF THE ACADEMIC PROGRAMS COMMITTEE
Wednesday, February 10, 2016, 3 – 5pm

7.0   Update from the Certificates Working Group – presentation of findings – Patti McDougall and Eleonore Daniel-Vaugeois

Dr. Patti McDougall introduced the presentation on the work of the Certificates Subcommittee of APC and PPC. She provided background on the rationale for the development of the subcommittee, which was in response to concerns both at APC and PPC about the perceived proliferation of certificate programs and the lack of understanding about the role that these certificates play at the U of S.

Eleonore Daniel-Vaugeois provided a presentation to the committee outlining current certificates of proficiency at the U of S as well as certificate programs at other U15 institutions and the University of Regina. The presentation is included in the filed meeting material for this meeting.

Dr. McDougall clarified that the subcommittee of certificates had come to just this point and was left with a number of questions, and so the chairs of both APC and PPC got together to discuss next steps and determined that it would be best for the committees to see the presentation and discuss some next best steps.

Following Ms. Daniel-Vaugeois's presentation, the committee thanked her and started its discussion. A committee member asked why we are seeing so few students enrolled in certificate programs, and Dr. McDougall responded that part of that is an issue with the registration program, which does not allow students to be enrolled in more than one program at a time; therefore, they are formally enrolled in their degree program but may be taking courses toward a certificate as well. Dr. McDougall pointed out that the majority of our certificate programs are a repackaging of mid- and senior-level courses to help students achieve specialization in an area (and achieve recognition for that specialization). Ms. Daniel-Vaugeois noted that 75% of the courses in the certificate programs are repackaging of our current offerings and about 25% are new courses, most of which are capstone classes.

A committee member astutely noted that our certificates of proficiency seem to be filling two roles—one being to provide recognition for current degree students and the other to attract off-campus students who are not or cannot enroll in degree programs, and to provide them with a lower cost and lower risk entry into the U of S. Committee members agreed, noting that the majority of our certificates are of the first type.

Committee members discussed how certificates and minors differ, and there was the understanding that certificates allow students to pursue specializations across different disciplines while minors can be more restrictive. Committee members noted that some of the certificate programs seem to have a good and clear purpose (such as the Education certificates that provide specialized training for teacher candidates in disciplines they will be required to teach) but some are less clear.

A number of committee members raised concerns about certificates undermining the degree that a student may be pursuing concurrently. A committee member remarked that the degree program should be able to provide the required depth and specialization and that a student should not need to augment a bachelor degree with certificates to prove they are qualified. Committee members agreed that, again, some disciplines make the role of the certificate very clear (such as Education), but recognized that there is concern about these certificates of proficiency eclipsing degree programs.

Committee members discussed next steps. Dr. McDougall noted that it would not likely be easy to develop and implement a policy on certificates that would need to be policed. She recommended, instead, that perhaps a handbook be produced for colleagues who are developing certificate programs to outline the roles that certificates can play on campus, to provide some guidance about the number of credit units that should be included, to encourage proponents to show how the certificate fits with and enhances their degree program(s), etc. Committee members agreed that this is a good next step. Russ Isinger noted that some work is already underway and that the Certificates Subcommittee will look at working on this once Planning and Priorities has had an opportunity to review the information that we received today and comment upon it.

PART II: Policy Documents

Academic & Curricular Nomenclature Definitions

Certificates of Proficiency – Under the authority of council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates, and postgraduate specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

> Undergraduate Programs
> - Certificates
> - Post-Degree Certificates
> - Post-Degree Specialization Certificates
> Graduate Programs
> - Certificates
> - Postgraduate Specialization Certificates

Diplomas of Proficiency – Under the authority of council and the Academic Programs Committee, these programs include degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.

Certificate of Successful Completion – These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Certificates of successful completion not under the authority of a college shall fall under the authority of an identified administrative unit.

Certificate of Attendance – These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

Minor – (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the "Adoption and Oversight of Cross College Minors" document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:

- *Adopting College* - the college responsible for the degree program to which the minor is attached.
- *Resource Unit* - may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
- *Resource College* - the resource unit, in the event that it is a department or interdisciplinary group, will reside within

an identified resource college.

Concentration is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will occur within the student's major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student's major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.

Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus,* etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

Laddering

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Double-Counting or Multiple-Counting of Courses

Applying credit from one course toward more than one degree requirement.

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

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

DATE OF MEETING: November 15, 2012

SUBJECT: **Arts and Science: template for Certificate of Proficiency DECISION**

REQUESTED: *It is recommended:*
That Council approve the proposal from the College of Arts and Science to establish a template for Certificates of Proficiency and delegate approval of such certificates to the Academic Programs Committee of Council.

PURPOSE:
The proposal is a template for an academic program at the University of Saskatchewan. Templates require approval by University Council.

SUMMARY:
In Arts and Science, the Certificate of Proficiency will be used to recognize a distinct set of learning outcomes. This proposal sets parameters for these certificates, to ensure similar standards and allow students to receive the credential for similar amounts of work. These requirements will govern all such certificates awarded by the College of Arts and Science:

- 15 to 30 credit units

- Residency requirement of at least half U of S courses

- Graduation standard of at least 62.5 per cent average in all courses attempted for the certificate

- Senior-level capstone or core course

New courses
Each certificate of proficiency in Arts and Science established under this template will contain one or more capstone or core courses.

REVIEW:
At its October 31, 2012 meeting, the Academic Programs Committee discussed this proposal with Program Coordinator Alexis Dahl. The Committee agreed that this proposal was assembled and documented well and it was agreed to recommend approval of this proposal to Council. The Committee also agreed to recommend that Council delegate to the Academic Programs Committee the authority to approve certificates developed under this template and report these to Council for information, in the same way that minors in new fields of study are now approved at APC and reported to Council for information.

ATTACHMENTS:
Proposal documentation, related memos
Summary of Certificate and Diploma programs at the U of S

Proposal for Curriculum Change
University of Saskatchewan

1.0 PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency – Program Template

Level(s) of Concentration: Certificate of Proficiency
Degree College: Arts and Science
Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):
David J. Parkinson
Vice-Dean (Humanities & Fine Arts) College of Arts
and Science
966-5516
david.john.parkinson@usask.ca

Date: October 15, 2012

Approved by the degree college and/or home college:
Division of Social Sciences: September 24, 2012
Division of Science: September 25, 2012
Division of Humanities & Fine Arts: September 26, 2012

Proposed date of implementation: May 2013

Certificate of Proficiency

The University of Saskatchewan Nomenclature Report (2011) describes the Certificate of Proficiency as:

Approved by Council, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion.

There is significant interest in offering Certificate of Proficiency programs in the College of Arts and Science, as a way to recognize a distinct set of learning outcomes. The purpose of this proposal is to set parameters for these certificates, to ensure similar standards and allow students to receive the credential for similar amounts of work. If approved, the proposed requirements will govern all such certificates awarded by the College of Arts and Science.

College of Arts and Science, Certificate of Proficiency, certificate requirements:

1. Minimum of 15 credit units and a maximum of 30 credit units of courses that count for credit in the College of Arts & Science. Credit units required for the program must include any necessary prerequisite courses.

2. Residency requirement: Students must complete at the University of Saskatchewan at least half of the total required credit units, rounded to the nearest highest multiple of 3 credit units.

3. Graduation standard: Minimum C.W.A. of 62.5% in all courses attempted which credit toward the Certificate.

4. Each certificate program must have a capstone or core course, which must be at the 200- level or above.

Rationale for above requirements:

1. Minimum of 15 credit units:

   ▪ Equivalent to one full term of courses

   ▪ Aligns with existing Global Health Certificate in the College of Medicine

   Maximum of 30 credit units:

   ▪ Allows a certificate to potentially be earned in one full year of study (though this may require block offerings or if there is a capstone course, it be offered in May-June)

2. Residency requirement of half of the credit units aligns with existing requirement for degree programs within the College. All University of Saskatchewan courses taken, whether offered on campus, online, or through partnerships with regional colleges, will be counted toward this requirement. As only University of Saskatchewan courses are used to calculate the graduation average, this will help to ensure that at least 9 credit units will be used in this calculation.

3. The graduation standard of 62.5% aligns with the minimum graduation average required in the major subject for all disciplinary and most interdisciplinary Three-year and Four-year programs (average in the courses counted in the major). As the courses counted in a certificate program will all contribute to the selected learning outcomes, similar to those in a major, the subject average is considered to be the appropriate parallel.

   All courses attempted which may credit toward the certificate will be used in the calculation of the graduation average. In some cases this may mean that more than the minimum number of credit units will be included. This aligns with the College practice for calculating subject and overall averages, which is followed to disallow opportunity to choose only the highest grades, which favours students who have the means to take additional courses.

4. Each certificate program must have a capstone or core course. This requirement is designed to ensure that the program provides a complete learning piece (distinct set of learning objectives) and is not just a collection of courses. The capstone or core course must be at the 200-level or above. A capstone course should require one or more of the courses that credit to the certificate as a prerequisite/co-requisite. A core course may be taken concurrently with other courses used for the program, and will focus on key learning objectives of the program.

Resources

As the Certificate of Proficiency credential already exists at the University of Saskatchewan, the creation of specific program requirements does not create a need for additional resources.
Specific certificate program proposals will go through the full College and University approval process, and resource requests related to those proposals will be addressed at that time.

College Statement

Attached to the proposal document should be a statement from the College which contains the following:
    i.   Recommendation from the College regarding the program
    ii.   Description of the College process used to arrive at that recommendation
    iii. Summary of issues that the College discussed and how they were resolved

From:
Peta Bonham-Smith, Vice Dean, Division of Science, College of Arts and Science
Linda McMullen, Acting Vice Dean, Division of Social Sciences, College of Arts and Science David Parkinson, Vice Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science supports the proposed structure for the Certificate of Proficiency, as will be awarded by the College. The proposed structure allows for certificate programs to be designed to be completed in as little as one or two terms, or to be taken over several terms as the student completes a degree or as a professional development opportunity. We believe that this credential will be desirable to students, as a lower-level option, or as additional recognition which may provide them an advantage in pursuit of a career.

The College of Arts and Science Third Academic Plan (http://www.usask.ca/plan/colleges-schools-units/arts-science.php) indicates that the College has committed to innovate in academic programs, and certificate programs are listed as part of this work. We feel that this program option has the potential to serve both the existing student population, but also to serve students who may not otherwise consider post-secondary education through the University, and students who may have previously considered that taking additional courses at the University was of little value, as no credential would be available in a limited time-frame.

The proposal was submitted to the College of Arts and Science Course Challenge for August 2012. It was approved by the Academic Programs Committees (Humanities & Fine Arts, Science, and Social Sciences), and by the Division of Social Sciences on September 24, 2012, by the Division of Science on September 25, 2012 and by the Division of Humanities and Fine Arts on September 26, 2012.

Academic & Curricular Changes Authority Chart

FINAL LEVEL OF APPROVAL	TYPE OF CURRICULAR CHANGE
University Approval Level *General Principles*: Existing programs, curricular innovations and changes will maintain reasonable consistency in academic standards, program requirements and expectations, and student experience. **NOTE:** All new programs and curricular revisions with tuition adjustments are not considered to be final until Board of Governors' approval is secured. See the University of Saskatchewan Act (1995) (Part Five, Section 48)	

UNIVERSITY COUNCIL	
Principles and Procedures: Council approves academic matters which establish university precedents, set policies, or affect allocation of university resources. Council requires recommendations from the Academic Programs Committee on the proposal's academic merit, budget implications, and academic priority.	**Additions or deletions** • Addition of a new degree program. • Addition of a new degree-level program, such as a diploma or certificate of proficiency, when an approved template does *not* exist. • Addition of a dual or combined degree program that involves the creation of a new degree or a new field of study. • Addition of a joint degree program. • Addition of a new field of study for an existing degree program when an approved template does *not* exist. • Addition of a new template for a degree or degree-level program. • Deletion of a degree or degree-level program or template. • Deletion of a field of study which has significant academic or financial implications. • Establishment or disestablishment of a college or department. (See Guidelines for establishing departments, Guidelines for establishing centres and Guidelines for disestablishing a department) **Program changes** • Change in the qualifications for admission to a program.* • Enrolment management plan for a college.* • A change to the name of a college, department, or school. • A change to the name of a degree or degree-level program. • A change to the template for a degree or degree-level program. • Changes to the majority of courses and requirements in an existing program (this is often referred to as a "Replacement Program"). • Program revisions which are significant enough that university budgetary support is requested or likely to be required. • Changes to university policies on curriculum, admission, courses, and examinations. • Exceptions to the University Council-approved percentage grading system. • *These changes also require confirmation of University Senate.

ACADEMIC PROGRAMS COMMITTEE (APC)	
Principles and Procedures: APC ensures that the application and interpretation of University Council policies, procedures and nomenclature relating to academic standards, program requirements and student experience is reasonably consistent across programs. APC can consult with other committees if required.	**Additions or deletions** • Addition of a new degree-level program, such as a certificate of proficiency or diploma for which an approved template exists. • Addition of a new field of study for which an approved template exists. • Addition of a greater depth of study (for example, honours, Ph.D.) in an existing field of study. • Deletion of a field of study, unless this has significant academic or financial implications. These require University Council approval. See above. • Addition or deletion of a project, thesis, or course-based option. **Program changes** • A change to the name of a field of study. • A change to the total number of credit units required for an approved degree program when this change affect stuition or overall program length for students. • Changes to tuition amounts for existing courses and programs. • Double-listing of courses (after prior approval through University Course Challenge). • Approval of the annual Academic Calendar, including changes to the Academic Calendar. • Resolution of challenges submitted through the University Course Challenge process. • Changes to university procedures for administration of policies on curriculum admission, courses and examinations. • A combined or second degree program that involves changes to the existing program requirements. • Changing the administrative authority of a program when this change involves more than one college.

UNIVERSITY COURSE CHALLENGE (UCC)	
Principles and Procedures: University Course Challenge is appropriate for approval of straightforward curricular changes to existing programs, including those which may affect students and programs in other colleges. However, if the APC determines that curricular changes submitted to UCC have significant financial impact they will be referred to university budgetary authority for review prior to approval. **Deadlines:** The January UCC is the deadline for any change for the next Course and Program Catalogue; the April UCC is the deadline for any new classes for the next year; the May UCC is the deadline for any prerequisite or other course change for the next year.	**Additions or deletions** • Addition of a new course or deletion of a course (unless deleted by the Moribund Course Archive policy). • Addition or deletion of a lesser depth of study (such as a minor or concentration) in a field of study still taught as a major. • Addition or deletion of a cross-college minor. • Addition or deletion of a work experience or internship option. • Addition or deletion of a concentration. • Addition or deletion of a teaching area. **Program changes** • Change to the name of a minor, concentration, or teaching area. • Straightforward program changes. These would include: -substitution of a different course for an existing course in a program - addition or deletion of a requirement in a program - changes to the concentrations in a program - minor changes to the total number of credit units required in a program if this changes does *not* affect overall tuition or program length - any changes to the required courses in a program, regardless of whether or not they involve courses from colleges outside the sponsoring unit • Changes to the lists of elective courses in a program if these changes affect the program or courses offered by another college. • Curricular changes that affect more than one academic unit *within* the College of Graduate Studies and Research require University Course Challenge approval.

Course changes

- Prerequisite or corequisite changes including adding or removing permission or restrictions on a prerequisite if the changes affect another college.
- Determining equivalent courses and mutually exclusive courses in cases where courses are under the authority of different colleges.
- Reduction or increase of the number of credit units for a course. *Note that changing the credit unit value of a course also requires that a new course number be assigned.*
- [Interdisciplinary use of a subject code](#) in a course label.
- Changes to the administrative authority of a course when this involves more than one college.
- Any other changes to an approved course if the changes if the changes involve courses outside the sponsoring college.
- Academic cross-listings if they involve more than one college.

College Approval Level

General Principles: Colleges are responsible for organizing and administering delivery of approved programs and for ensuring that progression and graduation standards reflect the specific academic and professional standards and requirements of the degree programs offered by that college.

COLLEGE	
Principles and Procedures: Colleges approve most straightforward changes in courses which do not affect students or programs in other colleges. Colleges also approve changes to academic rules which affect student selection, progression and graduation. Course changes which will be of interest to students and faculty advisors in other colleges can be posted as an information item in the UCC.	**Additions** • Addition of a double honours program in two existing fields of study with honours programs. **Program changes** • A change to the standards required for promotion, graduation or residency. • Double-counting or multiple-counting of courses • A change in the selection criteria for admission to a program. • Authority to restrict or control registration in any course. • Management of enrolment in accordance with an approved plan. • Changes to the list of elective courses in a program if the changes do not affect another college. • An agreement between colleges to offer 2 or more existing programs concurrently. This involves scheduling courses to accommodate the concurrent enrolment, but does not involve making changes to the existing program. **Course changes** • Determining equivalent courses and mutually exclusive courses within the college. • Course changes provided they do not affect another college. These would include: -Prerequisite or corequisite changes including adding or removing permission or restrictions unless this affects another college. - Changes to label, number, level, title, Course and Program Catalogue description, course content, lecture hours, evaluation. - Changes to the practicum/laboratory, tutorial, seminar/discussion requirements of lecture hours of a course. - Changes to the methods of evaluation (this involves assessment of students within the university's established grading system, for example: exam exemptions, take-home examinations, etc.) -Splitting a course into two 3 cu courses or combining two 3 cu courses into one 6 cu course. This will not be considered as a "new course" as defined for Challenge, but a new course number will be assigned. • Academic cross-listings that do not involve more than one college. • Any such course changes that affect another college must be posted for approval through the University Course Challenge. • Changing the administrative authority (ie. departmental authority) of a course or program within a single college.

COLLEGE OF GRADUATE STUDIES AND RESEARCH	
Principles and Procedures: University Council has delegated special authority to the College of Graduate Studies and Research to make program changes in graduate thesis programs which streamline those programs and enhance research productivity. The curricular changes made by CGSR under this delegated authority should be submitted annually to APC and forwarded to Council for information.	**Additions or deletions** • Addition of a new concentration for an Interdisciplinary Studies graduate program. • Addition of a new direct-entry Ph.D. program in an existing field of study (with APC to be updated for information on an annual basis) • Addition or deletion of a P.G.D. program in a field where a Master's program exists. • Addition or deletion of a Special Case graduate program at the P.G.D., Master's or Ph.D. level. • Addition or deletion of a dual degree arrangement that does not involve the creation of a new degree program, new field of study, or changes to existing degree program requirements. After college approval, Registrarial Services must be informed so that parchments and transcripts can be adjusted to reflect the dual nature of the program awarded. **Program changes** • Changes, within prescribed limits, to the minimum course requirements for a Master's (thesis) program or a PhD program. These are limited to: - reduction of Master's credit unit requirement to 9 or greater, plus seminar (thesis program) - reduction of Ph.D. course requirements (requires Graduate Council approval only)

Other Approval Levels

General Principles: Curricular approvals for non-degree-level programs has been delegated to academic officers, on the principle that while such programs make use of university administrative capacity and expertise, they are cost-recovery, service or adjunct programs only and do not require ongoing oversight by University Council.

VICE-PRESIDENT ACADEMIC AND PROVOST	
Principles and Procedures: University Council has delegated to the Provost the authority to approve Certificates of Successful Completion. Contact Registrarial Services Office to complete a Consultation with the Registrar Form.	**Additions or deletions** • Certificate of Successful Completion (non-degree level, ie. comprised of non-degree level courses numbered 010-099): A standard of proficiency, achievement or promotion appropriate for post-secondary training.

DEAN	
Principles and Procedures: University Council has delegated to the Dean the authority to approve Certificates of Attendance. Contact Registrarial Services Office to complete a Consultation with the Registrar Form.	**Additions or deletions** • Certificate of Attendance (community-level, non-academic programs that are below the level of certificates of proficiency and successful completion, ie. comprised of courses numbered 001-009): Satisfactory attendance at a course or program of courses.

FEE REVIEW COMMITTEE	
Principles and Procedures: The Provost's Committee on Integrated Planning (PCIP) has delegated to the Fee Review Committee authority over ancillary service fees. All new or revised course and class fees outside of standard tuition and fees must be approved by the Fee Review Committee. Please see the [Tuition and Fees Authorization Policy](#).	**Additions or deletions** • All new or revised course and class fees outside of standard tuition and fees. For more information, please see the [Tuition and Fees Authorization Policy](#).

REGISTRAR	
Principles and Procedures: University Council has delegated to the University Registrar authority for registration, the student information system, and course delivery so that academic programs may be administered in an orderly manner. The Consultation with the Registrar Form must be completed for all new programs and other curricular items that are meant to be listed on academic records.	• Oversight of academic terminology through the Academic & Curricular Nomenclature. • Oversight of course delivery, examination policies, and assessment of student learning through the Academic Courses Policy. • Content and format of parchments. • Content and format of transcripts. • Content and format of University Catalogue (this includes the Course and Program Catalogue, Academic Calendar, as well as information pertaining to admission, registration, and tuition and fee policies). • Addition or deletion of subject codes. • Addition or deletion of placeholder courses (non-academic courses). • Registrarial Services must be informed of dual and joint degree programs after approval, so that parchments and transcripts can be adjusted to reflect the dual/joint nature of the programs awarded.

Forms: All required forms can be found on the Forms and Guidelines page on the University Secretary's website.

Deadlines: Deadlines are outlined in the Year at a Glance Memo.

PART III: Data Collection
High-level Characteristics: Certificates, Diplomas, Minors, Concentrations

	Graduate Diploma/Certificate of Proficiency	Undergraduate Diploma/Certificate of Proficiency	Certificate of Successful Completion	Certificate of Attendance	Minor	Concentration
Approval Required	University Council grants final approval, upon APC recommendation.	University Council grants final approval, upon APC recommendation.	Vice-President Academic and Provost grants final approval, upon college recommendation and consultation with Registrar.	College Dean grants final approval.	University Course Challenge (UCC) grants final approval if the field of study already exists as a major; University Council approval is required for a brand new field.	University Course Challenge (UCC) grants final approval if the field of study already exists as a major; Academic Programs Committee (APC) approval is required for a brand new field.
Minimum Admission Requirements	must be admitted to the College of Graduate Studies and Research	must be admitted to the U of S as an undergraduate student (note that post-degree certificates require the completion of an undergraduate degree before admission)	completion of grade 12	open to community	must be admitted to a complementary undergraduate program, as defined by the college of authority	must be pursuing the complementary degree program, as defined by the college of authority
Listed in Catalogue	Yes	Yes	Yes	No	Yes	Yes
Transcripts & Parchments	listed on both	listed on both	listed on both	not listed on either	listed on transcript, not parchment	listed on either or both, per college of authority
Convocation	Certificates awarded alongside degrees at the Convocation Ceremony.	Certificates awarded alongside degrees at the Convocation Ceremony.	Certificates awarded alongside degrees at the Convocation Ceremony.	Not awarded at the Convocation Ceremony.	Not mentioned on parchment or Convocation Ceremony.	Not mentioned at Convocation Ceremony. Concentration may be noted on parchment, if requested by college of authority.

	Graduate Diploma/Certificate of Proficiency	Undergraduate Diploma/Certificate of Proficiency	Certificate of Successful Completion	Certificate of Attendance	Minor	Concentration
Total Number of Credit Units Range	range from 6 to 30 degree -level credit units	range from 15 to 60 degree-level credit units	range from 18 to 33 non-degree level credit units	not applicable (no designated credit units)	18 to 24 degree-level credit units	**6-30** degree-level credit units
Level of Courses	degree-level courses (numbered from 700-999)	degree-level courses (numbered from 100-699)	non-degree level courses (courses will be numbered from 010-099)	community-level courses (courses will be numbered from 01-09)	degree-level courses (undergraduate courses will be numbered from 100-699	degree-level courses (undergraduate courses will be numbered from100-699; graduate courses will be numbered from 700-999)
Multiple-Counting with other programs	allowed	allowed	these are non-degree level programs	these are non-degree level programs	not allowed	allowed
Stand-Alone or Concurrent with Degree Program	can be offered as either	can be offered as either	can be offered as either	can be offered as either	must be completed in conjunction with a degree program	must be completed in conjunction with a degree program
Laddering into Degree Programs	allowed	allowed	not allowed	not allowed	not allowed	not allowed
Capstone Course included	often, but not required	often, but only required in the College of Arts & Science	No	No	No	No
Home College of offering	Western College of Veterinary Medicine; Johnson Shoyama Graduate School of Public Policy under College of Graduate Studies & Research	Colleges of Agriculture & Bioresources; Arts & Science; Education; Engineering; Medicine; Edwards School of Business; School of Environment & Sustainability	Colleges of Agriculture & Bioresources; Education; Edwards School of Business; College of Graduate Studies & Research; University of Saskatchewan Language Centre	College of Agriculture & Bioresources	Colleges of Agriculture & Bioresources; Arts & Science; Kinesiology; Pharmacy & Nutrition	Colleges of Agriculture & Bioresources; Arts & Science; Engineering; Education; CGSR; Law; Edwards School of Business

Inventory of Certificates, Diplomas, Minors, and Concentrations

College of Agriculture & Bioresources

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Successful Completion								
Prairie Horticulture Certificate	Designed for both professionals working in the horticulture industry and gardening enthusiasts.	Must be at least 17 years old or have completed Grade 12 or equivalent	36 credit units non-degree level	No	No	Either	No	Yes
Certificate of Proficiency								
Kanawayihetaytan Askiy (Let us Take Care of the Land) Certificate	A program that has been shaped by a shared understanding of the needs and the wishes of Aboriginal land managers and the communities that they serve. (Proposal approved by APC, November 25, 2015)	Special Admission based on written submission.	21 credit units degree-level	Yes, ladders into the Kanawayihetaytan Diploma Program	Yes	Either	Yes	No
Diplomas of Proficiency								
Diploma in Agronomy and Diploma in Agribusiness	Two year program targeted at specific employment opportunities; ladders into degree programs in the college.	Admission to the college as an undergraduate student.	60 credit units degree-level	Yes	Yes	Either	Yes	No
Kanawayihetaytan Askiy Diplomas in Aboriginal Lands Governance and Aboriginal Resource Management	To allow students who have completed the KA Certificate the opportunity to further enhance their skills as land managers and ladder into a degree program in the college.	Admission to the college as an undergraduate student.	60 credit units degree-level	Yes	Yes	Either	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Minors								
Agribusiness, Animal Science, Applied Plant Ecology, Biotechnology, Field Crop Production, Agribusiness Entrepreneurship, Food and Bioproduct Sciences, Horticulture, Nutrition, Rangeland Resources, Soil Science, Toxicology	A Minor is 18 credit units of specific classes that typically take the place of the restricted electives or open elective requirement of a students' degree program.	Must be admitted to an undergraduate degree program in the college (B.S.A., B.Sc.(Agbus.), B.Sc.(R.R.M.); should not be combined with a major in a related area	18 credit units degree- level	No	Yes (up to 6 credit units)	Concurrent	No	No

College of Arts and Science

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Proficiency (under authority of the Arts & Science Certificate of Proficiency Template)								
Certificate in Aboriginal Theatre	A comprehensive and experiential-based learning approach to develop emerging First Nations and Métis theatre professionals in the areas of Performance, Theatre Design and Collective Creation.	Open to any student admitted to the U of S.	30 cu degree-level	Yes	Yes	Either	Yes	No
Certificate in Applied & Professional Ethics	Provides students with opportunities for substantive philosophical study in some of the main areas of applied and professional ethics, including bioethics, environmental ethics, business ethics, and ethics in technology and scientific research.	Open to any student admitted to the U of S.	21-24 credit units degree-level	No	Yes	Either	Yes	No
Certificate in Classical & Medieval Latin	Will allow students to develop and receive a credential for a proficiency in Latin sufficient for graduate-level research.	Open to any student admitted to the U of S.	18 credit units degree-level	No	Yes	Either	Yes	No
Certificate in Criminology & Addictions	Will allow students to explore greater opportunities in corrections, public safety, policing, course services, advocacy, addictions services, and other areas in the criminal or social justice system as well as a foundation for further academic study or research.	Open to any student admitted to the U of S.	30 credit units degree-level	No	Yes	Either	Yes	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate in Ethics, Justice & Law	This program will be especially helpful for students intending to pursue studies in law, public policy, business administration, medicine, and other fields involving social policy issues.	Open to any student admitted to the U of S.	15 credit units degree-level	No	Yes	Either	Yes	No
Certificate in Global Studies	The purpose of this certificate program is to contribute to the internationalization of the learning environment and the learning experiences of undergraduate students at the University of Saskatchewan.	Open to any student admitted to the U of S.	15-18 credit units degree-level	No	Yes	Either	Yes	No
Certificate in Jazz	Focus is on jazz music studies, with a 3 credit unit elective option to pursue additional study in jazz or to include creative work from cognate disciplines which includes, but is not limited to, Music, English, Art & Art History, and Drama.	Open to any student admitted to the U of S.	15 credit units degree-level	No	Yes	Either	Yes	No
Post-Degree Specialization Certificate in Economics	N/A	Must have successfully completed a university degree in another discipline (Students with a Bachelor of Arts are not eligible; they may pursue a second B.A. in Economics)	30 credit units from the college; completion of the discipline requirement, promotion and graduation standards, for a Four-year major in Economics.	No	Yes	Concurrent	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Minors								
*Please see complete list below.	Minors are available in many disciplines, on completion of 18 to 24 credit units as specified by the department. Refer to the specific subject for further information as not all disciplines offer minors.	Must be admitted to an undergraduate degree program in the college.	18-24 credit units degree level	No	Yes	Concurrent; not all minors can be paired with all existing majors	No	No
*Possible minors: Applied Mathematics; Anthropology; Archaeology; Astronomy; Biology; Canadian Literature in English; Catholic Studies; Chemistry; Classical Medieval & Renaissance Studies; Classics; Crime, Law and Justice Studies; Critical Perspectives on Social Justice & the Common Good; Computer Science; Digital Culture & New Media; Economics; English; Entrepreneurship; French; Geology; Geomatics; German; History; Indigenous Studies; Jewish & Christian Origins; Mathematics; Northern Studies; Philosophy; Philosophy, Science & Technology; Physics; Political Studies; Psychology; Spanish; Statistics; Studio Art; Toxicology; Ukrainian Studies; Urban Planning; Water Science; Women's & Gender Studies.								
Concentrations								
Recognition in a Language (French; German; Spanish; Ukrainian)	May be completed in conjunction with any degree in another discipline in the College of Arts & Science. Students who have chosen the language as their Primary Language in the Modern Languages program may not also earn the Recognition in that language.	Must be admitted to an undergraduate degree program in the college.	18 credit units degree-level	No	Yes	Concurrent	No	No
Professional Internship Option in Computer Science	Supervised work experience with a sponsoring employer in addition to the requirements for a computer science program.	Must be pursuing a B.Sc. with a major in Computer Science	16 consecutive months of supervised work experience	No	No	Concurrent	No	No
Software Engineering Option	The Software Engineering Option does not lead to a professional engineering degree certified by professional engineering societies.	Must be accepted into B.Sc. Honours program in Computer Science	Within Honours major requirement (48 credit units)	No	No	Concurrent	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Acting in Drama	Concerned with the practice of acting in various media.	Must be pursuing a B.F.A. with a major in Drama	Within the major requirements (63 credit units)	No	Yes‡	Concurrent	No	No
Design in Drama	Concerned with the practice of scenic, lighting, and costume design for the stage.	Must be pursuing a B.F.A. with a major in Drama	Within the major requirements (57 credit units)	No	Yes ‡	Concurrent	No	No
Theatre History in Drama	Concerned with the history, theory, and criticism of theatre.	Must be pursuing a B.A. with a major in Drama	Within the major requirements (24-39 credit units)	No	Yes ‡	Concurrent	No	No
Biology, Development & Health Option	Students must choose one option (concentration) upon entering the Health Studies program. Concentration within a stream of study, including specific clusters of courses, facilitates depth in specific areas, thus facilitating job training in particular areas or further study in specific disciplines.	Must be pursuing a B.A.& Sc. with a major in Health Studies	Within the major requirements (48 credit units)	No	Yes ‡	Concurrent	No	No
Individual, Society & Health Option	See Above	Must be pursuing a B.A.& Sc. with a major in Health Studies	See Above	No	Yes ‡	Concurrent	No	No
Culture, Environment & Health Option	See Above	Must be pursuing a B.A.& Sc. with a major in Health Studies	See Above	No	Yes ‡	Concurrent	No	No
‡ Designated courses count toward concentration and degree program								

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
General & Applied Linguistics Stream in Linguistics	Linguistics finds applications in speech and language pathology, cultural studies, communication, and education.	Must be pursuing a B.A. with a major in Linguistics	Within Linguistics major requirements	No	Yes	Concurrent; only available with the 4-year degree program	No	No
Languages and Speech Sciences Stream in Linguistics	Linguistics finds applications in speech and language pathology, cultural studies, communication, and education.	Must be pursuing a B.A. with a major in Linguistics	Within Linguistics major requirements	No	Yes	Concurrent; only available with the 4-year degree program	No	No
Pure Mathematics in Mathematics	N/A	Must be accepted into B.Sc. Honours program in Mathematics	Within Mathematics Honours major requirements	No	Yes	Concurrent	No	No
Composition & Theory, Music	Each of the areas shares a common first year. A major may be declared in the first year, or may be decided or recommended, upon entry to the second year.	Must be pursuing a B.Mus. with a major in Music	Within the major requirements	No	Yes	Concurrent	No	No
Individualized Program in Music	Each of the areas shares a common first year. A major may be declared in the first year, or may be decided or recommended, upon entry to the second year.	Must be pursuing a B.Mus. with a major in Music	Within the major requirements	No	Yes	Concurrent	No	No
Musicology in Music	Each of the areas shares a common first year. A major may be declared in the first year, or may be decided or recommended, upon entry to the second year.	Must be pursuing a B.Mus. with a major in Music	Within the major requirements	No	Yes ‡	Concurrent	No	No

‡ Designated courses count toward concentration and degree program

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Performance in Music	Each of the areas shares a common first year. A major may be declared in the first year, or may be decided or recommended, upon entry to the second year.	Must be pursuing a B.Mus. with a major in Music	Concentration within the major requirements	No	Yes ‡	Concurrent	No	No
Elementary/Middle Years in Music Education	Students interested in teaching music must contact the Department of Music for information on the Bachelor of Music degree in Music Education (B.Mus.(Mus.Ed.)).	Must be pursuing a B.Mus. (Mus.Ed.) or a B.Mus Honours (Mus.Ed.) with a major in Music Education.	Concentration within the major requirements	No	Yes ‡	Concurrent	No	No
Secondary in Music Education	Students interested in teaching music must contact the Department of Music for information on the Bachelor of Music degree in Music Education (B.Mus.(Mus.Ed.)).	Must be pursuing a B.Mus. (Mus.Ed.) or a B.Mus Honours (Mus.Ed.) with a major in Music Education.	Concentration within the major requirements	No	Yes ‡	Concurrent	No	No
Astronomy, Physics	A student may choose to complete a Specialization as part of the B.Sc. (Honours) in Physics. A completed Specialization will be noted on the student's transcript.	Must be admitted into B.Sc. Honours program in Physics	Within the major requirements	No	Yes‡	Concurrent	No	No
Atmospheric, Space & Plasma Studies, Physics	A student may choose to complete a Specialization as part of the B.Sc. (Honours) in Physics. A completed Specialization will be noted on the student's transcript.	Must be admitted into B.Sc. Honours program in Physics	Within the major requirements	No	Yes ‡	Concurrent	No	No
‡ Designated courses count toward concentration and degree program								

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Material Science, Physics	A student may choose to complete a Specialization as part of the B.Sc. (Honours) in Physics. A completed Specialization will be noted on the student's transcript.	Must be admitted into B.Sc. Honours program in Physics	Within the major requirements	No	Yes ‡	Concurrent	No	No
Nuclear Science, Physics	See Above	Must be admitted into B.Sc. Honours program in Physics	Within the major requirements	No	Yes ‡	Concurrent	No	No
Theoretical Physics, Physics	See Above	Must be admitted into B.Sc. Honours program in Physics	Within the major requirements	No	Yes ‡	Concurrent	No	No
Physics Professional Internship Option	Supervised work experience with a sponsoring employer in addition to the requirements for a physics program.	Must be pursuing a B.Sc. with a major in Physics.	16 consecutive months of supervised work experience (0 academic credit unit courses)	No	No	Either	No	No
Aboriginal Justice & Criminology in Sociology	This program is intended to prepare Aboriginal students for careers in corrections, public safety, advocacy, and other areas related to criminal or social justice.	Must be admitted into B.A. or B.A. Honours program in Sociology	Within the major requirements and two 12-week practicum-based courses)	No	Yes ‡	Concurrent	No	No
‡ Designated courses count toward concentration and degree program								

College of Education

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Successful Completion								
Certificate in Teaching English as a Second Language (CERTESL)	To meet the instructional needs of current and prospective instructors of English as a second language or dialect both in Canada and abroad.	Open to students with or without teaching experience, with or without a B.Ed.	18 credit units non-degree level	No	No	Either	No	No
Certificate of Proficiency								
Aboriginal Teacher Associate Certificate	To provide sufficient post-secondary study in education to enable certificate holders in assisting classroom teachers in Aboriginal language instruction, cross-cultural education and in meeting the unique and culturally specific needs of Aboriginal students.	For those in working as assistants in the field of instruction.	60 credit units degree-level	No	No	Either	No	No
Certificate in Indigenous Languages	Leads to a full immersion in an indigenous language, as well as a strong understanding of indigenous teaching methodologies.	Enrolled in or a graduate from a B.Ed. program or with a B.A. in Indigenous Studies.	30 credit units degree-level	No	No	Either	No	No
Certificate in Leadership in Post-Secondary Education	The program investigates the post-secondary environment and focuses on three main topic areas: administration and governance, teaching and learning, and student services.	A recognized degree from an accredited university; a completed two-year or three-year diploma from a recognized institution, or equivalent.	12 credit units degree-level	Yes, 2 courses can be used as credit toward the M.Ed. in Leadership in Post-Secondary Education	No	Either	Yes, includes a capstone activity	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate in Practical & Applied Arts	Developed based the Ministry of Education definition of PAA/provincial curriculum. To be approved by Saskatchewan Professional Teachers Regulatory Board (SPTRB) as an Additional Qualification Certificate	Open to students with a B.Ed. and students who are currently enrolled in the B.Ed. program.	30 credit units degree-level	No	Can't double-count for certificate and degree purposes.	Either	No	No
Certificate in Secondary Technical Vocational Education	Prepares holders of a Journeyperson's certificate to teach in the area of their trade.	Journeyperson's certificate	36 credit units degree-level	Students can apply credit toward the B.Ed. program in the Technical Vocational Stream.	No	Stand-alone	No	No
Post-Degree Certificate in Career & Guidance Studies	Intended for those who wish to pursue career and guidance work in elementary and secondary schools; designed to meet the Saskatchewan Professional Teachers Regulatory Board's requirements for an Additional Qualification Certificate (AQC) in Career and Guidance Studies.	Completion of a B.Ed. degree or a degree in a related field; completion of at least one year of successful classroom teaching or equivalent experience	30 credit units degree-level	No	No	Stand-alone	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Post-Degree Certificate in Education: Special Education	The course content was developed based on the International Council for Exceptional Children's Standards for Entry into the profession. Approved by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) as an Additional Qualification Certificate, this certificate enables teachers to upgrade their classification.	Completion of the B.Ed. degree	30 credit units degree-level	In exceptional cases only	No	Stand-alone	Yes	No
Post-Degree Certificate in English as an Additional Language	Will provide an analytical look at first language learning, the stages of learning an additional language, and first language delays and challenges that may impact EAL learners.	Applicants will hold a Bachelor of Education, a valid Professional A Teaching Certificate, and have at least one year of successful classroom teaching experience or the equivalent in education-related settings.	30 credit units degree-level	No	No	Stand-alone	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
				Concentrations				
Elementary/Middle Years	Program focuses on preparing graduates to teach in elementary and middle years (pre-Kindergarten to Grade 8). Graduates become certified to teach in Saskatchewan.	Must be enrolled in the B.Ed. program.	B.Ed. requires 120 credit units: concentration is within the major	No	Yes ‡	Concurrent	No	Criminal Record Check (with the vulnerable sector check) is required by the School Divisions to be able to enter schools to complete field experience and internship placements that are part of the B.Ed. degree programs.
Secondary	Program focuses on preparing graduates to teach in teach in secondary schools Grades 9-12). Graduates become certified to teach in Saskatchewan.	Must be enrolled in the B.Ed. program.	B.Ed. requires 120 credit units: concentration is within n the major	No	Yes ‡	Concurrent	No	Criminal Record Check (with the vulnerable sector check) is required by the School Divisions to be able to enter schools to complete field experience and internship placements that are part of the B.Ed. degree programs.
Technical Vocational Stream	For students who wish to specialize in Technical Vocational education	Must be enrolled in the B.Ed. program and hold a Journeyperson's Certificate.	30 credit units in Technical Vocational Stream	No	Yes ‡	Concurrent	No	Criminal Record Check (with the vulnerable sector check) is required by the School Divisions to be able to enter schools to complete field experience and internship placements that are part of the B.Ed. degree programs.
‡ Designated courses count toward concentration and degree program								

Edward's School of Business

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Successful Completion								
Business Administration Certificate	To introduce students to the business environment, and provide fundamental business knowledge in the areas of marketing, human resources, financial management, strategy, and more.	High School Diploma Required	24 credit units non-degree level	Yes	No	Either	No	No
Certificate of Proficiency								
Aboriginal Business Administration Certificate	Programming for those Aboriginal students who do not meet the admission criteria for direct admission or transfer admission to the undergraduate program and for those Aboriginal students who wish to obtain a certificate in business but who do not want to study in a four-year degree program	High School Diploma Required	48 credit units degree-level	Yes	Yes	Either	No	No
Concentrations								
Aboriginal; Agribusiness; Co-operatives; Entrepreneurship & Family Business; Global Business; and Not-For-Profit on the Management Field of Study	Within the Management major, six voluntary but highly recommended management streams have been identified from which students can select classes from: Aboriginal, Agribusiness, Co-operatives, Entrepreneurship & Family Business, Global Business, and Not-For-Profit.	Must be pursuing a B.Comm. with a major in Management	Within the major requirements (30 credit units)	No	Yes	Yes ‡	No	No
‡ Designated courses count toward concentration and degree program								

College of Engineering

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
			Certificate of Proficiency					
Certificate in Professional Communication	Prepares students for a professional career by cultivating communicative judgment in professional practice.	Must be enrolled in an undergraduate degree program at the U of S.	18 credit units degree-level	No	Yes	Either	Yes	No
			Concentrations					
Biochemical Option	Provides specialization in sciences/engineering courses that apply to traditional bioprocessing industries such as food and beverage processing, enzyme production, biofuels and pharmaceuticals.	Must be enrolled in the B.E. in Chemical Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No
Computer Software Focus Area	Students must complete Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.	Must be enrolled in the B.E. in Computer Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No
Digital Signal Processing & Applications Focus Area	Students must complete Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.	Must be enrolled in the B.E. in Computer or Electrical Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No
Digital Systems Focus Area	Students must complete Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.	Must be enrolled in the B.E. in Computer Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Engineering Entrepreneurship Option	N/A	Must be enrolled in the B.E. program.	21 credit units degree-level	No	No	Concurrent	Yes	No
Engineering Professional Internship Option	A full-time internship opportunity which includes a minimum of eight months of professionally supervised work experience in industry	See Above	8, 12, or 16 month internship; 0 credit unit courses	No	No	Concurrent	No	No (all work experience is included in course requirements)
Mineral Processing Option	Offers students the opportunity to take 6 courses within their Chemical engineering program that gives them a focus on the discipline of Mineral Processing.	Must be enrolled in the B.E. in Chemical Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No
Mining Engineering Option	A foundational knowledge of mining operations	Must be enrolled in the B.E. in Geological Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No
Mining Option	Gives students a focus on topics of relevance to the mining industry.	Must be enrolled in the B.E. in Mechanical Engineering.	18 credit units degree-level and 12 months of EPIP	No	Yes	Concurrent	No	No
Petroleum Option	A focus on petroleum engineering, oil/gas engineering and bitumen upgrading	Must be enrolled in the B.E. in Chemical Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No
Power & Energy Focus Area	Students must complete two focus areas from Power and Energy; Digital Signal Processing and Applications; or Sensors, Circuits and Devices.	Must be enrolled in the B.E. in Electrical Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Professional Communication Option	N/A	Must be enrolled in the B.E. program	18 credit units degree-level	No	Yes	Concurrent	No	No
Sensors, Circuits, and Devices Focus Area	Students must complete two focus areas from Power and Energy; Digital Signal Processing and Applications; or Sensors, Circuits and Devices.	Must be enrolled in the B.E. in Electrical Engineering.	18 credit units degree-level	No	Yes	Concurrent	No	No

College of Graduate Studies and Research

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Successful Completion								
Professional Skills Certificate	Develops graduate students' professional skills with a focus on critical thinking, communication and teamwork, management and leadership, entrepreneurship and career development, and ethics.	Open to all students admitted to the College of Graduate Studies and Research or as a Postdoctoral Fellow and completion of GSR 960.0	0 credit units; 10 skill domains (including GSR 974.0 and 984.0)	No	No	Either	No	
Graduate Pathways Certificate	Non-degree graduate certificate program that advances the English proficiency of new graduate students who do not, at the time of admission, meet the minimum English requirements for their graduate program.	Open to graduate students who meet all admission requirements of their program, except for the English proficiency component. ***	Four 0-credit unit courses (including GSR 981.0)	No	No	Either	No	
Certificate of Proficiency								
Graduate Certificate in One Health	N/A	Must be registered in a Master's or Ph.D. program	6 credit units degree-level	No	No	Concurrent	No	
Graduate Certificate in Social Economy and Co-operatives	Provides students with an understanding of the role played by co-operatives and social economy organizations in modern society.	Completion of an undergraduate degree program	9 credit units degree-level	Yes	Yes	Either	No	
*** Must have a minimum TOEFL IBT score of 15 in each area with an overall score of 65 OR an IELTS score of 4.5 in each area with an overall score of 5.0.								

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
			Certificate of Proficiency					
Postgraduate Diploma	Designed for people who have been away from university for some time and wish to broaden their knowledge at the graduate level on subjects relevant to their professional interests. Research is not a basic part of such programs, although candidates in some fields may be given the opportunity to become acquainted with research techniques.	Completion of an undergraduate degree program	30 credit units degree-level; at least 18 at the 800-level in the same field of study	Yes	Yes	Normally stand-alone, but could be concurrent in exceptional cases.	Normally no capstone.	No
Postgraduate Degree Specialization Certificate in Corrections	Specialized postgraduate training program, targeted to practitioners in the field of corrections.	Completion of a Master's degree in a related field	26 credit units degree-level	Possible, but not normally done	Possible, but not normally done	Either	No	No
Postgraduate Degree Specialization Certificate: Nurse Practitioner	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.	Completion of an undergraduate degree program in a related field	30 credit units degree-level	Possible, but not normally done	Possible, but not normally done	Either	No	No

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
			Concentrations					
Applied Measurement & Evaluation	The M.Ed. in Educational Psychology and Special Education is a research intensive program designed to prepare researchers and practitioners with specialization in either Applied Measurement & Evaluation or Special Education.	Must be enrolled in the M.Ed. in Educational Psychology and Special Education	18 credit units degree-level plus thesis; 30 credit units degree-level for the course-based program	No	Yes ‡	Concurrent	No	
Special Education	See Above	Must be enrolled in the M.Ed. in Educational Psychology and Special Education	18 credit units degree-level plus thesis; 30 credit units degree-level for the course-based program	No	Yes ‡	Concurrent	No	
Education/Leadership	N/A	Must be enrolled in the M.N.	24 credit units degree-level	No	Yes	Concurrent	No	
Nurse Practitioner Option	N/A	Must be enrolled in the M.N.	39 credit units degree-level	No	Yes	Concurrent	No	
Applied Social Stream	Trains students to conduct basic and applied social psychological research.	Must be enrolled in the M.A. or Ph.D. in Psychology program	21 credit units and thesis for M.A.; 15 credit units and dissertation for Ph.D.	No	Yes	Concurrent	No	

‡ Designated courses count toward concentration and degree program

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Clinical Stream	Accredited by both the Canadian Psychological Association and the American Psychological Association. It follows a scientist-practitioner model, blending scholarly research with professional skill training. The program trains clinical psychologists for employment in academic, research, clinical, community, and private practice settings.	Must be enrolled in the M.A. or Ph.D. in Psychology program	30 credit units degree-level plus thesis for M.A.; 15 credit units plus dissertation for Ph.D.	No	Yes ‡	Concurrent	No	
Cognition and Neuroscience	Designed for students who wish to focus primarily on basic research and theoretical issues. Our objective is to train highly-qualified scientists for basic psychological research in university, hospital, community, industry, or government settings.	Must be enrolled in the M.A. or Ph.D. in Psychology program	15 credit units degree-level plus thesis; 6 credit units Ph.D. Non-direct entry; 21 credit units degree-level plus dissertation for Ph.D. Direct-entry	No	Yes (designated courses count toward concentration and degree program)	Concurrent	No	
Culture & Human Development Stream	For students interested in the intersection of culture and human development across the lifespan, and promotes interdisciplinarity and mixed methods within a Psychology framework. Students can undertake research work locally, regionally, nationally, and internationally.	Must be enrolled in the M.A. or Ph.D. in Psychology program	21 credit units degree-level plus thesis for M.A.; 15 credit units degree-level plus dissertation for Ph.D.	No	Yes (designated courses count toward concentration and degree program)	Concurrent	No	

‡ Designated courses count toward concentration and degree program

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Diagnostic Pathology	N/A	Must be enrolled in the M.Sc. in Veterinary Pathology program	18 credit units degree-level plus thesis	No	Yes (designated courses count toward concentration and degree program)	Concurrent	No	

College of Kinesiology

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Minors								
Entrepreneurship	N/A	Available to students in the Bachelor of Science in Kinesiology [B.Sc. (Kin.)] and the Bachelor of Science Kinesiology Honours (B.Sc. (Kin.) Honours) programs.	18 credit units degree-level	No	No	Concurrent	No	No
Nutrition	The colleges which have approved the Minor in Nutrition are: Agriculture and Bioresources and Kinesiology.	Must be enrolled in an undergraduate degree program at the U of S.	18 credit units degree-level	No	No	Concurrent	No	No

College of Law

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Concentration								
French Common Law Option	Program may be offered in partnership with another law school, such as the Law Faculty of the University of Ottawa. All courses taken toward this option must be approved for credit by the Associate Dean Academic. Students who choose this option will complete a total of 90 credit units, as they would in the regular J.D. program; however, 30 of the total 90 credit units will be in French.	Available to students in the Bachelor of Science in Kinesiology [B.Sc. (Kin.)] and the Bachelor of Science Kinesiology Honours (B.Sc. (Kin.) Honours) programs.	30 credit units degree-level	No	Yes (designated courses count toward concentration and degree program)	Concurrent	No	No

College of Medicine

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Proficiency								
Certificate in Global Health	A comprehensive, accredited program that prepares students with the knowledge, skills and attitudes to help them work competently with marginalized under-served communities locally and globally.	Must be in the first-year of the M.D. program.	15 credit units degree-level	No	Yes (designated courses count toward concentration and degree program)	Concurrent	No	No

College of Pharmacy & Nutrition

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Minors								
Food Science	Nutrition students will be allowed to complete a Minor in Food Science offered through the College of Agriculture and Bioresources.	Must be enrolled in the B.Sc.(Nutr.) program	18 credit units degree-level	No	No	Concurrent	No	No
Nutrition	The colleges which have approved the Minor in Nutrition are: Agriculture and Bioresources and Kinesiology.	Must be enrolled in an undergraduate degree program at the U of S.	18 credit units degree-level	No	No	Concurrent	No	No

School of Environment & Sustainability

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Proficiency								
Certificate in Sustainability	Gives students theoretical, methodological, strategic, and substantive exposure to sustainability-related concepts and practice.	Must be admitted to the U of S as an undergraduate student	21 credit units degree-level	No	Yes	Either	No	No

University of Saskatchewan Language Centre

Program	Catalogue Description	General Admission Requirements	Total Number Credit Units	Ladder into Degree Programs	Multiple-Counting of Courses	Stand-alone or Concurrent	Capstone Included	Non-course Requirements
Certificate of Proficiency								
Certificate in English for Academic Purposes	The Certificate in English for Academic Purposes provides non-native speakers of English with the linguistic foundation, study skills and cross-cultural understanding to undertake university studies.	Students will receive a placement test at the beginning of term and be placed in the most appropriate level. Students may qualify for conditional acceptance to the University of Saskatchewan in certain colleges such as Arts & Science or Agriculture & Bioresources. If a student successfully completes the highest level of the English program	6 levels of non-degree courses over four 10-week long terms of study (200 hours per term)	Yes	No	Either	No	No

Common Characteristics and Recommendations

Common characteristics have been tallied and are noted below to serve as a reference point for faculty as they develop and modify their programs. If used as a set of guidelines, this information could ensure consistency in our learning outcomes and clarity in our student records, while allowing the flexibility necessary to provide students with innovative programs.

Types of Certificates and Diplomas

1) Certificate of Attendance

2) Certificate of Successful Completion

3) Certificate of Proficiency, including:

- Post-Degree Certificate
- Post-Degree Specialization Certificate (P.D.S.C.)
- Post-Graduate Degree Specialization Certificate (P.G.D.S.C.)

4) Diploma of Proficiency, including:

- Post-Graduate Diploma (P.G.D.)

Non-Degree Level

Certificate of Attendance:
- For clarity, this program type could be renamed "Community-Level Certificate"
- Course numbers are 001 - 009
- Courses do not carry academic weight
- Open admission

Certificate of Successful Completion:
- For clarity, this program type could be renamed "Non-Degree Level Certificate"
- Course numbers are 010 - 099
- Minimum 15 credit units
- Maximum of 30 credits units
- High school diploma for admission
- Majority of courses must be at the non-degree level. No capstone course requirement.
- Residency requirement of at least half U of S courses.

Undergraduate Level

Undergraduate Certificate of Proficiency:
- For clarity, this program type could be renamed "Degree-Level Certificate"
- Course number are 100 – 699
- Minimum 15 credit units (equivalent to one full term of courses)
- Maximum 30 credit units (equivalent to two full terms of courses = completion within one year)
- Must meet minimum admission requirements for the college of ownership
- Credit units for the program MUST include any necessary prerequisite courses.
- Students must pass all the courses of an approved program with a grade of at least 50% in each course and an average of at least 62.5% for all courses.
- Senior-level (200-level or above) capstone or core course. (To ensure that the program provides a distinct set of learning objectives and is not just a collection of courses).

Post-Degree Certificate:
-   Course numbers 100 - 699
-   Minimum 15 credit units (equivalent to one full term of courses)
-   Maximum 30 credit units (equivalent to two full terms of courses = completion within one year)
-   Majority of courses must be numbered at the 500-level and above
-   Must have completed an undergraduate degree prior to admission
-   Students must pass all the courses of an approved program with a grade of at least 50% in each course and an average of at least 62.5% for all courses
-   Senior-level (500-level or above) capstone or core course. (To ensure that the program provides a distinct set of learning objectives and is not just a collection of courses).

Post-Degree Specialization Certificate (P.D.S.C.):
-   Course numbers are 100 - 699
-   30 credit units (equivalent to two full terms of courses = completion within one year)
-   Must have completed an undergraduate degree prior to admission
-   Students must pass all the courses of an approved program with a grade of at least 50% in each course and an average of at least 62.5% for all courses
-   Senior-level (500-level or above) capstone or core course. (To ensure that the program provides a distinct set of learning objectives and is not just a collection of courses).

Diploma of Proficiency:
-   Course numbers 100 - 699
-   60 credit units (equivalent to two full years of courses)
-   Must be able to ladder into undergraduate degree-level programming
-   Credit units for the program MUST include any necessary prerequisite courses.
-   Must meet minimum admission requirements for the college of ownership.
-   Students must pass all the courses of an approved program with a grade of at least 50% in each course and an average of at least 62.5% for all courses

Graduate Level
Graduate Certificate of Proficiency:
-   For clarity, this program type could be renamed "Degree-Level Certificate"
-   Minimum of 6 credit units
-   Must be comprised of 800-level courses
-   Must meet minimum graduate-level admission requirements

Postgraduate Diploma (P.G.D.)
-   30 credit units, at least 18 of which are at the 800 level in the same field of study.
-   Must meet minimum graduate-level admission requirements
-   Research is not a basic part of such programs, although candidates in some fields may be given the opportunity to become acquainted with research *techniques.*
-   Students must pass all the courses of an approved program with a grade of at least 60% in each course and an average of at least 65% for all courses.

Postgraduate Degree Specialization Certificate (P.G.D.S.C.)
-   30 credit units
-   Must be comprised of 800-level courses
-   Must meet minimum graduate-level admission requirements
-   Specialized postgraduate training programs
-   Designed to emphasize areas of competence in a particular field

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs Committee

DATE OF MEETING: November 16, 2017

SUBJECT: **Direct-entry Doctor of Philosophy (Ph.D.) in Chemistry**

DECISION REQUESTED:

It is recommended:

That Council approve a direct-entry Doctor of Philosophy (Ph.D.) program in Chemistry with an 85% admission average, effective September 2018

PURPOSE:
The College of Graduate and Postdoctoral Studies has the ability to implement direct-entry Ph.D. programs within an approved template, as approved by University Council in December 2012 and confirmed by Senate in April 2013. The proposal for the direct-entry Ph.D. in Chemistry does not fit within the template because of the admissions average requirement of 85%, which exceeds the 80% requirement outlined in the template.

CONTEXT AND BACKGROUND:
The Department of Chemistry proposes 85% as the admission requirement for students applying for a Ph.D. with just an undergraduate degree in order to recruit exceptional students into the program. Many Chemistry programs at our comparator institutions have direct-entry Ph.D. programs and introducing one at the U of S will allow us to competitively recruit top-quality undergraduates into the graduate program.

In addition to the deviation from the template for direct-entry Ph.D.'s that was approved by Council in 2012, a slight change in the required ~~courses~~ credit units is being proposed that differs from those in a combined M.Sc. and Ph.D. program. Students in the direct-entry program will ~~no longer be required~~ not be expected to complete CHEM 801.6 – a foundational class, ~~but will have an additional~~ rather they will complete an alternate 3 c.u. of coursework relevant to the research area~~required~~ . This will result in direct-entry Ph.D. students requiring a minimum of 12 c.u. of coursework, whereas students entering the M.Sc. and transferring to the Ph.D. are required to complete 15 c.u. of coursework.

Students who do not meet the 85% admission average can still apply to the Master's program in Chemistry with the possibility of transferring into the PhD program after a time.

CONSULTATION:

The proposal for a direct-entry Ph.D. program in Chemistry with an admissions average of 85% was approved by the Graduate Programs Committee on September 13, 2017 and the Executive Committee of the College of Graduate Studies and Research on September 25, 2017.

The proposal was discussed at the Academic Programs Committee on October 25, 2017, with it made the recommendation that Council approve the direct-entry Ph.D. program in ~~Kinesiology~~ Chemistry with 85% admission average as a requirement for admission.

FURTHER ACTION REQUIRED:

University Senate was asked to confirm the decision at their April 2018 meeting.

ATTACHMENTS:

1. Proposal for Direct-entry admission for the PhD in Chemistry program

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Andrew Grosvenor, Graduate Chair, Department of Chemistry

From: Ryan Walker, Acting Associate Dean, College of Graduate and Postdoctoral Studies

Date: October 11, 2017

Re: Implementing direct-entry Ph.D. admission in Chemistry
                 _____

In September 2017, the Graduate Programs Committee and the Executive Committee of the College of Graduate and Postdoctoral Studies (CGPS) considered a proposal to implement a direct-entry Ph.D. program in Chemistry. While the CGPS has authority to approve direct-entry Ph.D. programs developed on an approved template, the Department of Chemistry was seeking to increase the minimum admission average, reduce the required credit units, and modify some of the program milestone timelines. Through the review process, the CGPS committees were impressed with the thoughtful development of the proposal. The proposal was consistent with U15 comparators for direct-entry Ph.D. programs in Chemistry, which would allow the department to be competitive in recruiting top students.

There are currently 54 approved Ph.D. programs in CGPS, and 18 have implemented the direct-entry admission option (33%). Of the programs that have implemented the direct-entry option, 17 out of 18 have implemented the template requirements. In April 2017, University Senate confirmed the direct-entry Ph.D. in Kinesiology with an 85% minimum admission average.

For the purposes of transparency, the CGPS posts information on direct-entry Ph.D. programs through the University Course Challenge process. For consistency, this proposal has been submitted for information to the October 2017 course challenge.

The CGPS recommends that the direct-entry Ph.D. in Chemistry be approved.

Please note that consultation with the Registrar was sought; however, it was not required as the change would not impact the student information system.

Attached please find:
- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The completed proposal form for curricular change

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

:kc

Memorandum

To:	Dr. Terry Wotherspoon, Chair, APC (of University Council)
Copies:	Dr. Bruce Eglington, Chair, GPC CGPS
	Dr. Andrew Grosvenor, Grad Chair, Department of Chemistry
From:	Dr. Trever Crowe, Chair, Executive Committee, CGPS
Date:	September 25, 2017
Re:	Direct-Entry PhD in Chemistry

On September 25, the Executive Committee of CGPS (EC) reviewed the following proposal from the Graduate Programs Committee of CGPS:

On September 13, 2017, the Graduate Programs Committee (GPC) reviewed the request to implement a direct-entry PhD program option in Chemistry. Motion: *To recommend approval of the direct-entry PhD in Chemistry.* Kulshreshtha/Andrews

CGPS Executive Committee (EC) supports the proposal and comments that *this department is raising the bar. They have put together a strong case and it enables their ability to select their own top students that could go directly into the PhD – overall it made sense to implement the way they are proposing.*

B. Eglington moved that the EC recommend approval of the of the direct-entry PhD in Chemistry /seconded M. Ferrari **All in Favour: CARRIED**

If you have any questions or concerns regarding the EC's motion/recommendations please contact lori.lisitza@usask.ca on behalf of the Executive Committee.

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Dr. Trever Crowe, Chair, CGPS Executive Committee

Copies: Dr. Andrew Grosvenor, Grad Chair, Department of Chemistry

From: Dr. Bruce Eglington, Graduate Programs Committee, CGPS

Date: September 14, 2017

Re: Direct-Entry PhD in Chemistry
        _____

On September 13, 2017, the Graduate Programs Committee (GPC) reviewed the request to implement a direct-entry PhD program option in Chemistry.

In 2011, institutional approval was granted to allow implementation of direct-entry PhD programs, where students could be admitted to a PhD directly after completing a bachelor's degree. The direct-entry PhD program options included specific criteria, including programmatic requirements that would be consistent with requirements for students entering a master's program and transferring to a PhD inclusive of minimum credit unit requirements and required coursework. Minimum admission requirements for the direct-entry PhD included a minimum GPA of 80% over the last 60 credit units. The CGPS (CGSR at that time) provided each academic program with a template specifying the degree requirements that could be implemented for programs electing to provide the direct-entry admission option. Program proponents were informed that modifications to the provided templates could be proposed for approval.

The variations in Chemistry's proposal as compared to the template include:
*A minimum GPA of 85% for admission, rather than 80%
*Completion of 12 credit units rather than 15
*Changes to the timelines for completion of program elements
(Note CHEM 801.6 is noted in the proposal. The class is a 6-credit unit class on 6 sections of chemistry. The class is normally required for students; however, it is not a formal element required for all students. Students' background preparation is assessed to determine appropriate course requirements.)

During the GPC review, committee members noted that the 20-month allowance for the qualifying exam and coursework to be concluded seemed long; however, members were satisfied that those elements normally would be concluded much more quickly. Members appreciated the timeline providing opportunities for students to transfer and complete an MSc. Members appreciated the thoroughness of the proposal, and noted that the proposed requirements were consistent with comparator institutions.

The GPC passed the following motion:

Motion: *To recommend approval of the direct-entry PhD in Chemistry.*   Kulshreshtha/Andrews

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: Direct-Entry Ph.D. Program in Chemistry

Degree(s):   Ph.D.

Field(s) of Specialization: Chemistry

Level(s) of Concentration: not applicable

Option(s): not applicable

Degree College: College of Graduate and Postdoctoral Studies

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

Proposed date of implementation: Sept 1, 2018

Proposal Document

The Chemistry Department at the University of Saskatchewan was established in 1910 and has a long history of research and graduate training. The first Master's degree was conferred in 1915 and the first Doctorate in 1953. Many of our graduates have gone on to have distinguished careers in academia and in industry, most notably Henry Taube (B.Sc., 1935; M.Sc., 1937; Nobel Laureate, 1983).

Currently, there are 77 students enrolled in graduate programs in chemistry; 24 in the M.Sc. program and 53 in the Ph.D. program. The successful recruitment of high quality students into our graduate programs is crucial and demands our continuous attention. In recent years, several colleagues have indicated that the inability of certain prospective students holding a 4 year B.Sc. degree to directly enter our Ph.D. program was an impediment to recruitment of such students. Indeed, many chemistry departments in Canadian universities allow direct entry of B.Sc. graduates into their Ph.D. programs (e.g., UBC, UofAlberta, UofCalgary, Queen's, McGill). The University of Saskatchewan also allows for this possibility and a 'template' approved by CGPS for direct entry Ph.D. programs prescribes the admission and program requirements. However, after much discussion the Department concluded that certain aspects of this approved 'template' were

not suitable for the program that was envisaged. Specifically, the admission requirements were too low and the program requirements were too similar to our existing path from B.Sc. to Ph.D. (i.e., admission to the M.Sc. program followed by a transfer to the Ph.D. program after 12-24 months). Our program design aims to provide a direct-entry Ph.D. program that recognizes the potential of superb candidates but also provides a successful endpoint (e.g., a M.Sc. degree) for those that, for whatever reason, fail to perform at the anticipated level. Thus, the proposed criteria include significant evaluations at the 20-month mark as this would be the last opportunity to transfer to a M.Sc. program without penalty. Below, the CGPS approved template for direct-entry PhD. programs is reproduced with all deviations from that template proposed for the Direct-entry Ph.D. Program in Chemistry and their justifications highlighted in yellow. With the exception of those highlighted criteria, the proposed program is fully consistent with the approved template. A brief description of our plans to administer the proposed program is appended to the template.

CGSR 'Template' for Direct-Entry PhD Programs

Admission Requirements
With the recommendation of the unit, direct entry Ph.D. admission is available to exceptionally strong students, who show great promise in terms of academic accomplishments and potential for research.

➢ A four-year bachelor of science degree in Chemistry, or equivalent.
➢ A cumulative weighted average of at least 80% in the last two years of undergraduate study (i.e., 60 credit units of course work).
   Chemistry Proposal: a cumulative weighted average of at least 85% in the last two years of undergraduate study (i.e., 60 credit units of course work).
➢ Demonstrated ability for independent thought, advanced study, and independent research.
➢ Evidence of English proficiency.

   Justification for change: The envisaged program will be restricted to truly exceptional undergraduates, specifically those whose academic and research achievements at graduation are comparable to those of NSERC-PGS award winners.

Degree Requirements
Students must maintain continuous registration in the CHEM 996 course.
➢ At least 9 credit units of course work at the graduate level must be successfully completed in the first year of the program.
   Chemistry Proposal: at least 9 credit units of course work completed (not CHEM 801) within the first 20 months in the program with a cumulative average of at least 80%
➢ Within the first year of the program, successfully complete a Ph.D. Qualifying Examination that is at least as rigorous as the defense for a Master's thesis in the program area.
   Chemistry Proposal: successfully complete a Ph.D. Qualifying Examination within the first 20 months in the program.
➢ GSR 960
➢ GSR 961 if research involves human subjects
➢ GSR 962 if research involves animal subjects

- ➢ A minimum of 15 credit units
  <mark>Chemistry Proposal: a minimum of 12 credit units (Not CHEM 801. Chem 801 is **not** included in this program)</mark>
- ➢ CHEM 991
- ➢ CHEM 990
- ➢ CHEM 996
- ➢ Pass a comprehensive examination, after completing the required course work, and prior to focusing on their research and doctoral thesis.
  <mark>Chemistry Proposal: pass the Ph.D. Comprehensive Examination within the first 40 months in the program.</mark>
- ➢ Write and successfully defend a thesis based on original investigation.

<mark>Justification for changes:</mark>

<mark>9 credit units within 20 months:</mark> The number of graduate courses offered within the department in any given year is limited. Without taking CHEM 801.6, it would be difficult for the majority of our students to have access to three *relevant* graduate courses (e.g., CHEM 8xx.3) within their first two academic terms. Most students could achieve that objective within three academic terms (16 months) but only in exceptionally rare cases would more than four terms (20 months) be needed. The 20-month mark is an important milestone in our program design as it is the latest point where a student could transfer to a M.Sc. program and potentially complete that program (9 credit units required) within the 24 month period for which our Department guarantees full funding. (also see the justification 'Ph.D. Qualifying examination within 20 months' below)

<mark>Successfully complete the Ph.D. Qualifying Examination within in the first 20 months:</mark> The format of the Ph.D. Qualifying Examination in the Department of Chemistry is different from that in many other units. Specifically, the examination involves the submission of a written report on the proposed Ph.D. research and an oral presentation of the proposal (open to the university community) followed by an oral defence of the proposal. Adjudication of the examination is the responsibility of an Examining Committee (EC) composed of the Advisory Committee (AC) supplemented by two additional faculty members and it is unusual and difficult to schedule these examinations in the summer months. Students must expend considerable effort to prepare for this exam and a significant benefit accrues to those candidates able to acquire meaningful 'preliminary' results relevant to their proposed Ph.D. research in advance of the exam. For Ph.D. students entering with an M.Sc. qualification, successfully completing this exam within their first year is quite feasible, in part because few complete more than 3 credit units of course work during that period. In contrast, direct-entry Ph.D. students need to complete 9 credit units of course work prior to taking this examination. As noted above, this would be difficult to achieve within the first year of the program simply due to the limited availability of relevant course. Moreover, any students able to complete the 9 credit unit requirement would have little time available to progress in their research. For these reasons, we propose to extend the *maximum* time to complete 9 credit units of courses and the Ph.D. Qualifying examination from 12 to 20 months. We propose that students admitted to the direct-entry Ph.D. program have 'probationary status' until they have passed

the Ph.D. Qualifying Examination. The 20-month mark is an important milestone in our program design as it is the latest point where a student could transfer to a M.Sc. program and potentially complete that program (9 credit units required) within the 24 month period for which our Department guarantees full funding. (also see the justification '9 credit units within 20 months' above)

12 credit units: A B.Sc. student who enters our M.Sc. program and then transfers into a Ph.D. program is required to take a minimum of 15 credits (in total). Moreover, 6 of those credit units are earned in CHEM 801.6. This course is based on all sub-disciplines of chemistry, encompasses both experimental and theoretical work, and is meant to assist students to integrate their knowledge by providing a unifying approach to the various sub-disciplines of chemistry appropriate for beginning research students. The envisaged direct-entry Ph.D. program is for the very best undergraduates that have outstanding academic credentials and demonstrated ability for independent research; hence, CHEM 801.6 has little relevance for these students (we do not require CHEM 801 for UofS students with a cumulative average of at least 85%). Students are still expected to take a minimum number of courses that will enable them to broaden their understanding of chemistry. It is proposed that this goal will be met for direct entry Ph.D. students by having them complete a total of four 3 CU courses. The reduction in the proposed minimum from 15 to 12 credit units for our direct-entry Ph.D. students is simply an acknowledgement of the academic achievements of those students and is consistent with the course requirements for most other direct-entry chemistry Ph.D. programs in Canada.

Successfully complete the Ph.D. Comprehensive Examination within in the first 40 months: The Ph.D. Comprehensive Examination in the Department of Chemistry is quite different in both form and content compared to those of many other units. In particular, " … *The objective of the examination is for the student to demonstrate the ability to read critically, work independently, and present information and ideas in a suitable manner. The student must prepare a "mini-review" on an important topic from recent literature, and present a formal seminar based on that review, including a suggestion for further research. The topic should not be an aspect of the student's current or past thesis research, but rather should be a new direction (but within the student's general area of expertise)*". As suggested by the above objective, this exam is not meant to precede the student's focus on their research. Rather it is meant to be later in the program after all required courses are completed and the thesis research is well advanced. The exam is the last formal evaluation of the student's academic qualifications prior to the thesis defense. Our 'regular' Ph.D. program requires that this examination be completed within 40 months of starting the program (including any time spent in a M.Sc. program for those that transferred to the Ph.D. program). We propose that direct-entry PhD. students be treated in the same way (i.e., complete this examination within 40 months in the program).

Administrative Policies for the Direct-Entry PhD Program in Chemistry

In the event that a student fails to achieve a cumulative average of at least 80% over their first 9 credit units of graduate course work, they will be required to discontinue from the "Direct Entry Ph.D. Program" but will have the option of transferring to an M.Sc. Program if an average of at least 70% has been achieved. Application and admission to a 'regular' Ph.D. Program would be considered after successful completion of the M.Sc. Program.; however, 6 additional credit units of course work will be required (as is the usual).

In the event that a student fails to pass the Ph.D. Qualifying Examination *on their first attempt*, they will be required to discontinue from the "Direct Entry Ph.D. Program" but will have the option of transferring to an M.Sc. Program. Application and admission to a 'regular' Ph.D. Program would be considered after successful completion of the M.Sc. Program.

In the event that a student fails to achieve a cumulative average of at least 80% over their first 12 credit units of graduate course work, they will be required to take an additional 3 credit units of course work (i.e., a minimum of 15 credit units in total).

SUMMARY

1. **Academic justification:**
   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*
      i. The Chemistry Department at the University of Saskatchewan was established in 1910 and has a long history of research and graduate training. Recruiting talented students into our graduate program is crucial to our success and being able to offer a direct-entry Ph.D. program will allow us to better compete with the many departments that already offer this option in the recruitment of outstanding candidates.
   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.*
      i. The PhD program in the Department of Chemistry offers students the ability to perform research on a wide range of topics that cover Organic Chemistry, Inorganic Chemistry, Analytical Chemistry, and Physical Chemistry. The range of research conducted by PhD students in the Department of Chemistry fit very well with the UofS signature areas, specifically: Agriculture, Energy and Mineral Resources, One Health, Synchrotron Sciences and Water Security. The diverse research programs offered in the Department of Chemistry often span multiple signature areas. For example, nearly half of the Department utilizes synchrotron radiation techniques to investigate a wide range of materials and compounds. Further, our commitment to recruitment and training of indigenous students falls within the Aboriginal Peoples signature area.

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)*
- i. We are targeting truly exceptional undergraduates, specifically those whose academic and research achievements at graduation are comparable to those of NSERC-PGS award winners.

d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*
- i. No other direct-entry Ph.D. programs in chemistry within Saskatchewan but many other in Canada (e.g.,UBC, UofAlberta, UofCalgary, Queen's, McGill). The proposed program is consistent with these others in terms of program requirements but has higher entry criteria.

2. Admissions

a. *What are the admissions requirements of this program?*
- i. A four-year bachelor of science degree in Chemistry, or equivalent.
- ii. A cumulative weighted average of at least 85% in the last two years of undergraduate study (i.e., 60 credit units of course work).
- iii. Demonstrated ability for independent thought, advanced study, and independent research.
- iv. Evidence of English proficiency.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*
- i. The major objective of the PhD program is to train students to become independent researchers that are capable of obtaining employment in industry, academics, or government laboratories.
- ii. Students develop critical thinking, analytical and technical skills through the conception, planning, and completion of an independent chemistry research program under the guidance of their academic supervisor.
- iii. Students are expected to participate in the teaching assistant program, in which they learn to teach chemistry at junior and senior levels. Student communication skills are developed through the required literature presentations course (Chem 991), a required seminar on their research as part of the department seminar program (Chem 990), and public seminars as a component of the Ph.D. Qualifying Examination and the Ph.D. Comprehensive Examination.

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.*
- i. A core element of the program requires students to develop and carry out an independent research program, mentored by their faculty supervisor. This involves a high degree of both guided and self-directed discovery, including experiential learning.

ii. Students take a minimum of **12** credits of course work selected from graduate courses offered in Chemistry or closely related areas such as biochemistry, physics and engineering, etc. These courses are selected in consultation with their supervisor and are designed to give the students a broad and comprehensive knowledge base.

c. *Provide an overview of the curriculum mapping*
   i. Graduate courses are offered in all of the major chemistry sub-disciplines, analytical, inorganic, organic and physical/theoretical chemistry. Students are also able to take courses in related areas when these complement their existing knowledge and research area.

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
   i. Students are exposed to opportunities for synthesis, analysis, critical thinking and problem solving through their independent program of research and thesis writing.
   ii. Student further develop these skills through their required course work.
   iii. Through their research, students also develop discipline-specific skills involved in performing experimental procedures, data analysis, and theoretical analysis.

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

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.*
   i. Discovery Goals: The program of research requires developing and carrying out independent and original research in an area of chemistry. This requires critical and creative thinking in developing new experiments/theory as well as the analysis, synthesis and evaluation of the resulting data. Students develop an independent direction of research but this is usually carried out with a broader research program that requires students to work and collaborate with a larger team or group.
   ii. Knowledge Goals: Independent scholarship by the student is an essential element to establishing a deep knowledge of the thesis subject. A broader, comprehensive knowledge of the student's sub-discipline and general chemistry can be obtained through the program course work, the chemistry literature course requirement and attending regular departmental seminars.
   iii. Integrity Goals: Scientific integrity, along with the ethical use of research data and literature are developed through interactions with supervisors, group members and the broader research community. These are more formally developed in course work and the Literature course (Chem 991). Students demonstrate their application of integrity and ethics through regular report writing and presentations.
   iv. Skills Goals: Students learn and develop scientific communication and writing skills in a number of forums, including regular group meetings,

academic committee meeting which require the writing of a progress report and presenting a seminar.

    v. Citizen Goals: Students learn the value of diversity through their research work, teaching and interactions with students and faculty in a diverse learning environment. They learn to share their knowledge and demonstrate leadership within their research groups as well as giving a departmental seminar at the conclusion of their thesis. Students also have opportunities to present their research at national and international conferences.

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

Students are not able to transfer to the direct entry Ph.D. program from other programs. However, students are able to transfer to the 'regular' Ph.D. program from the M.Sc. program on the basis of satisfactory academic and research performance (as determined by the Advisory Committee) and passing the Ph.D. qualifying exam [**put timing of exam here**]

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.*

Program success will be determined by the number of students that enrol and the fraction of those students that successfully complete the program within the anticipated time frame (i.e., 60 months)

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.*

Not applicable.

4. Consultation

Not applicable

5. Budget

The proposal has negligible budgetary implications because it is not a *NEW* program *per se* but rather a new route to enter a Ph.D. program. The cohort of students admitted into this program will be a part of the total number of students in all Chemistry graduate programs. That number is ultimately limited by the physical plant and financial resources made available to the Department by the University or through external agencies. The Department already has a successful Ph.D. program (for >60 years) and whether certain students holding a B.Sc. enter the Ph.D. program directly (as proposed) or first enter a M.Sc. program and then transfer into the Ph.D. program after 12-24 months has no effect on required resources (i.e., same amount of instruction, supervision, and support)

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).*

Up to 20 faculty will be involved in the supervision of students in the program and instruction of courses relevant to the program. As noted

above, this will not have any affect on the amount of time spent by instructors.

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

No courses will be eliminated because, as noted above, students in this program will take the same courses as offered to graduate students in the M.Sc. program and 'regular' Ph.D. program.

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

No change in teaching assignments is anticipated because, as noted above, students in this program will take the same courses as offered to graduate students in the M.Sc. program and 'regular' Ph.D. program.

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).*

As noted above, no change in budget allocations is anticipated.

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?*

The students will be eligible for all standard scholarships, including Devolved funds, Wilson fund, GTFs, Spinks, and Herzberg. The department offers a standard 56 months of support to fully qualified PhD students from a combination of Devolved funds, TA positions and research stipends.

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).*

Program tuition follows standard tuition categories, currently at $3939/year for domestic students.

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)*

As noted above, delivery of the Department's ongoing and successful Ph.D. program will not be impacted by having certain students holding a B.Sc. enter the Ph.D. program directly (as proposed) compared to entering an M.Sc. program and then transferring to a Ph.D. program after 12-24 months

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?*

> There is no target for the number of students accepted into this program. Rather, the program offers gifted students an additional path into a Ph.D. program in Chemistry.

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?*

> Not applicable.

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?*

> The program is not designed to be 'independent' at any level. The students will merely form a component of the total cohort of graduate students within the department. As noted above, that total is limited by a variety of factors.

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).*

> As noted above, there are no incremental costs associated with this 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.*

> Not applicable.

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.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs
                      Committee

DATE OF MEETING: November 16, 2017

SUBJECT: **Deletion of the Master of International Trade (M.I.T.)
                 program**

DECISION REQUESTED:

> *It is recommended:*
> *That Council approve the deletion of the Master of*
> *International Trade (M.I.T.) program, effective June 2019.*

PURPOSE:

University Council has the authority to approve the deletion of degrees or degree-level
programs. The Johnson Shoyama Graduate School of Public Policy (JSGS) is asking
Council to delete the Master of International Trade (M.I.T.) program and associated
degree.

CONTEXT AND BACKGROUND:

The M.I.T. program was approved by University Council on June 16, 2005 and offered
only online. The program consists of nine courses that are offered only to students
enrolled in the M.I.T. program which are taught by faculty in Political Studies,
Commerce, Agricultural Economics, and Law, with JSGS as the administrative home.

Enrolment in the M.I.T. program has never been robust, with the highest annual
enrolment since its inception being 17 students per year. With the high cost for
instructors' stipends and the low tuition revenue, the M.I.T. program has never been
profitable. Based on the lagging enrolment, and the high operating costs, the program
continuously runs a deficit and JSGS projects that the program will run an annual deficit
of $48,000.

IMPLICATIONS:

The M.I.T. program is not currently accepting new students; 13 students are currently
enrolled in the program. JSGS is committed to ensuring that all students currently
enrolled in the program are able to complete their program and have identified a number
of other online course offerings that would fulfill the degree requirements.

CONSULTATION:

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposed deletion of the M.I.T. program at its September 13, 2017 meeting and the Executive Committee of CGPS reviewed it at its September 25, 2017 meeting. Both bodies recommended the deletion.

The Academic Programs Committee reviewed the proposal for deletion at its October 25, 2017 meeting and recommends that Council approve the deletion of the program.

ATTACHMENTS:

1. Proposal for Termination of the Master of International Trade Program

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Rose Olfert, Chair, Master of International Trade program

From: Ryan Walker, Acting Associate Dean, College of Graduate and Postdoctoral Studies (CGPS)

Date: October 11, 2017

Re: Terminating the Master of International Trade

_____

In September 2017, the Graduate Programs Committee and the Executive Committee of the College of Graduate and Postdoctoral Studies considered a proposal to terminate the Master of International Trade program and degree. The program had previously suspended admissions. The request to terminate the program was submitted based on a lack of student demand, and a lack of resources to deliver the program. Current students would be accommodated to complete degree requirements.

Note that the MIT program has only been delivered at the Saskatoon campus of the Johnson-Shoyama Graduate School of Public Policy.

The College of Graduate and Postdoctoral Studies is recommending that the Master of International Trade be terminated.

Attached please find:
- A copy of the memo from the Executive Committee of CGPS recommending the termination
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the termination
- The completed report form for program termination
- The completed consultation with the registrar

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

:kc

Memorandum

To: Dr. Terry Wotherspoon, Chair, APC (of University Council)

Copies: Dr. B. Eglington, Chair, GPC, CGPS
              Dr. Haizhen Mou, Grad Chair, Johnson-Shoyama Graduate School of Public Policy

From: Dr. Trever Crowe, Chair, Executive Committee, CGPS

Date: September 25, 2017

Re: Master of International Trade – program termination

On September 25, 2017 the Executive Committee of CGPS (EC) reviewed and support the following Graduate Programs Committee proposal:

The GPC passed the following motion: *To recommend approval of the termination of the Master of International Trade program.* Andrews/Pollak

EC Motion Moved: B. Eglington/M. Ferrari CARRIED

If you have any questions or concerns regarding the recommended please contact lori.lisitza@usask.ca on behalf of the Executive Committee.

Memorandum

To: Dr. Trever Crowe, Chair, CGPS Executive Committee

Copies: Dr. Haizhen Mou, Grad Chair, Johnson-Shoyama Graduate School of Public Policy

From: Dr. Bruce Eglington, Chair, Graduate Programs Committee, CGPS

Date: September 14, 2017

Re: Master of International Trade – program termination
_____

On September 13, 2017, the Graduate Programs Committee (GPC) reviewed the request to terminate the Master of International Trade program.

The program was not sustainable in the current economic environment, and admissions had been closed. Accommodations had been made to ensure existing students could complete the program requirements.

Motion: *To recommend approval of the termination of the Master of International Trade program.*   Andrews/Pollak
         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: Master of International Trade

Effective date of termination: Not accepting students as of September 2017 and plan to wrap up the program by June 30, 2019.

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

By way of Background: The Proposal for the MIT program went to Council, June 16, 2005, accompanied by MOUs/ Letter of Support outlining commitments to sourcing resources in exchange for a fee to be generated form the MIT tuition fees from 3 Departments and two Colleges:

Department of Political Studies, 1 3CU course;
College of Commerce, 2 3CU courses;
Department of Agricultural Economics, 2 3CU courses;
College of Law, 3 3CU courses; (early on one of these disappeared)
Department of Economics, 2 3CU courses

The program has, from the beginning, consisted of 9 required classes.

The MOUs/Letters of Support were renewed in 2014 with each constituent Department/College renewing their support for their classes in the form of identifying qualified Instructors.

The initial development of the program was funded through the TEL initiative (for developing online capacity) at a cost of approximately $30,000 per class. Initial proponents included William Kerr (Agricultural Economics), Hans Michelmann (Political Studies), Grant Isaac (Commerce), Ron Cummings (Law). The program has been administered by various units. It followed Peter Philips from Political Studies to JSGS in 2009-10 and continues to be administered by JSGS.

Transform US awarded the program a "4" (though it was clear this reflected a misunderstanding of the multidisciplinary nature of the program and revenue/expenditure flows). Following the JSGS response in the spring of 2014, Michael Atkinson (Executive Director JSGS), Daphne Taras (Edwards) and Sanjeev Anand (Law) met to discuss the administration of the MIT program going forward. They made a verbal commitment to its continuation, and its JSGS home.

Payments to individual Departments/Colleges for their participation have varied significantly in amount, and in the way Departments/Colleges chose to remunerate the Instructors. Initially the Administrative unit (now JSGS) received the full tuition from registrations in the program. This was (for a very short time), regularized by a "fixed" amount (about 2013). Since 2014-15 the MIT portion of the JSGS envelope funding is tracking tuition intake.

Beginning in 2013, the online platform and content has been upgraded/updated for every class in the program under the guidance of the Frank Bulk (Gwenna Moss Centre). It had become clear that the initial content and process needed significant updating. All 9 courses have now been upgraded. In addition an online recruitment effort ($20,000) was undertaken. Starting the summer of 2016, a review of applications files, 2 student surveys, updates of the website to highlight the Online nature of the program and in person communication/recruitment have been undertaken to promote the program.

Currently and into the foreseeable future the revenues are not likely to cover the costs of the program (below),

Table 1: MIT Tuition Revenue and Costs, 2012-13 to 2016-17

	University Tuition Revenue	Instructors' Stipends	Coordinator	Overhead	Total Costs	TR - TC
2016-17	$108,000	$108,000	$20,000	$10,000	$138,000	$ - 30,000
2015-16	126,000	108,000	20,000	10,000	138,000	- 12,000
2014-15	164,000	108,000	20,000	30,000[1]	158,000	+ 6,000
2013-14	146,000	104,531[2]		10,000	114,531	+ 21,000
2012-13	170,000	92,432[2]		10,000	102,432	+ 58,000

[1]In 2014-15 we allocated $20,000 for advertising (spent over a number of years)
[2]Instructors' stipends prior to 2014-15 are based on a different structure with variable stipends across. In 2009/10-2012/13 there were only 5 classes offered.

Table 2: MIT Number of Registrants and Classes

	Number of new Registrants	Number of Classes offered	Number of Tuition payments	Number of non-MIT students
2016-17	5	9	54	2
2015-16	6	9	63	3
2014-15	5	9	82	6
2013-14	8	9	73	2
2012-13	9	5	85	0
2011-12	17	5	82	2
2010-11	5	5	33	3

Going forward, if tuition at $90,000 is the norm (based on a long term average of 5 new students/yr. taking 9 classes at a tuition of $2,000), and we have a commitment to $12,000 stipends for 9 Instructors/year ($108,000), + Coordinator at $20,000 + Admin costs of $10,000, the program would run a $48,000 (138,000-90,000) deficit annually. To break even we would need 69 registrations per year. With 9 classes being offered, that means an average of 8 students per class. Over the long run this means that the break-even number of new registrants/year is 8. All of this assumes that JSGS would be allocated the entire tuition revenues. Under the RCM model that is not likely to be the case, strengthening our case for termination due to insufficient demand.

We feel we have exhausted recruitment and advertising activities, at least within the current budget framework. We have consulted with Deans about this and this process did not yield a solution that would avoid the ongoing deficit.

2. Technical information.

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

JSGS 871 *Research Methods in International Trade Policy* (Lisa Clark, independent)
JSGS 872 *International Trade and Commercial Policy* (Bill Kerr, Agriculture and Resource Economics)
JSGS 873 *International Trade Theory* (Joel Bruneau, Economics)
JSGS 874 *International Monetary Economics* (Maxym Chaban, Economics)

JSGS 875 *Politics of International Trade* (Kalowatie Deonandan, Political Studies)
JSGS 876 *International Trade Law* (Alfons Boving, Law)
JSGS 877 *International Sales & Finance Law* (Alfons Boving, Law)
JSGS 878 *International Business Environment* (Jim Leach &/ Wayne Robinson, independent)
JSGS 879 *The Management of Technology* (Sanjeev Singh, independent)

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

Rose Olfert, Coordinator
Amy Hassett, Graduate Student Advisor
Distance education staff as required from GMTLC

2.3   Courses to be deleted, if any.

All courses listed above effective June 30, 2019.

2.4   Number of students presently enrolled.

13 students.

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

54 students.

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?

MIT students have been asked to complete their remaining classes by June 30, 2019 if possible. Given the required 9 classes, this means no one would need to take more than 2 classes per term to complete, and most fewer. The students from other programs, like the MPA program, that occasionally register in MIT classes will have fewer electives to choose from. In the event of extraordinary circumstances where registered MIT students do not complete the required 9 courses by June 30, 2019, we have committed to finding acceptable online substitutes on a one-time basis only.

3.2   What impact will this termination have on faculty and teaching assignments?
There is only one Instructor for whom teaching his MIT class is part of his assigned duties. The
        other Instructors either take on the Instruction of MIT classes on an overload basis, or
        they are non-faculty people with whom we contract directly.

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

The MIT program is not integrated into other programs on campus. However, there are
occasional students from other programs who register in MIT classes, as electives.

3.4   If courses are also to be deleted, will these deletions affect any other programs?
No.

3.5   Is it likely, or appropriate, that another department or college will develop a program to
        replace this one? Not to our knowledge.

3.6   Is it likely, or appropriate, that another department or college will develop courses to
        replace the ones deleted? Not to our knowledge.

3.7   Describe any impact on research projects.
The MIT program is course-based and does not include a research component. We do not
        foresee any impacts on research projects.

3.8   Will this deletion affect resource areas such as library resources, physical facilities, and
        information technology? The GMTLC will no longer have responsibility to assist
        instructors in the delivery of the program. The Online nature of the program means that it
        did not involve the local library and its termination will therefore not affect the library.

3.9   Describe the budgetary implications of this deletion.
Termination of the program will avoid the anticipated annual loss.

External

3.10   Describe any external impact (e.g. university reputation, accreditation, other institutions,
        high schools, community organizations, professional bodies).
Enrollment numbers are likely not large enough for the MIT program to have visibility globally,
though our alumni, internationally, express regret that the program is ending.

3.11   Is it likely or appropriate that another educational institution will offer this program if it is
        deleted at the University of Saskatchewan?
There are currently no similar graduate programs in Canada. We have no knowledge of the
        possibility that other educational institutions will take it up.

Other

3.12   Are there any other relevant impacts or considerations?
none

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

Deans consulted express regret that the program is not financially viable, though there is limited appetite to share the deficit. Alumni express regret that the program is to be terminated. Current students have so far expressed no concern about finishing up classes within the remaining two-year window.

.

 (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.*
There is every indication that the courses that comprise the program are of high quality and that the student who graduate are pleased with the courses and with the impact of the program on their careers. With the recent technological and substantive upgrades all courses are delivered efficiently and in a technically sophisticated way. The program is unique in the Canadian context, and to the extent that the students are local, learning about international trade is very important to this province. In every way, the program seems sound, but the demand is simply not there, or at least we have not been able to tap into it. The resulting deficit simply cannot be carried by JSGS, nor do we see a way of closing the gap.

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

<u>Title: Termination of Master of International Trade</u>

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

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

1 Is this a new degree, diploma, or certificate?   Yes ☐ No ☒

Is an existing degree, diploma, or certificate being renamed?   Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?   Yes ☐ No ☐

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

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

1 Is this a new program?   Yes ☐ No ☒

  Is an existing program being revised?   Yes ☐ No ☒

  If you've answered NO to each of the previous two questions, please continue on to the next section.

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

3 What is the name of this new program?

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

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?   Yes ☐ No ☐

7 If YES, will students in the current program complete that program or be grandfathered?

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

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?   Yes ☐ No ☐

  If yes, choose one of the following?

     Domestic Mobility (both jurisdictions are within Canada)   ☐

     International Mobility (one jurisdiction is outside of Canada)   ☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

     Joint Degree   ☐

     Dual Degree   ☐

     Professional Internship Program   ☐

     Faculty-Led Course Abroad   ☐

     Term Abroad Program   ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow

  students collaborative opportunities for research, studies, or activities. Has an agreement been signed?   Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

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

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes ☐ No ☒ Revised ☐
  If you've answered NO, please continue on to the next section.
2 If YES, what is the name of this new / revised disciplinary area?

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

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

Section 6: New College / School / Center / Department or Renaming of Existing

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

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

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

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

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

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

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

Section 7: Course Information - N/A

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

```

```

2

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

```

```

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

```

```

4 Does the program timetable use standard class time slots, terms, and sessions?   Yes ☐ No ☐

If NO, please describe.

```

```

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐ No ☐

If YES, please describe.

```

```

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

Section 8: Admissions, Recruitment, and Quota Information - N/A

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

```

```

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

```

```

3 Does this impact enrollment?

```

```

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

```

```

5 Can classes towards this program be taken at the same time as another program?

```

```

6 What is the application deadline?

```

```

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

```

```

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

```

```

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special
admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the
Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

Section 9: Proposed Tuition and Student Fees Information - N/A

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

9 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

10 Does proponent's proposal contain detailed information regarding requested tuition?   Yes[ ] No[ ]

If NO, please describe.

11 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

12 IPA Additional comments?

3 Will students outside the program be allowed to take the classes?

4 If YES, what should they be assessed? (This is especially important for program based.)

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 10: Government Loan Information - N/A

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

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

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

Section 11: Convocation Information (only for new degrees) - N/A

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4
What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 12: Schedule of Implementation Information - N/A

1 What is the start term?

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

Section 13: Registration Information - N/A

1 What year in program is appropriate for this program (NA or a numeric year)?

2 Will students register themselves? Yes ☐ No ☐
If YES, what priority group should they be in?

Section 14: Academic History Information - N/A

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

Section 15: T2202 Information (tax form) - N/A

1 Should classes count towards T2202s?   Yes ☐ No ☐

Section 16: Awards Information - N/A

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

```
[                                                                ]
```

Section 17: Program Termination

1 Is this a program termination?   Yes ☒ No ☐
  If yes, what is the name of the program?
```
Master of International Trade [MIT-GP]
```
2 What is the effective date of this termination?
```
May 2018 [201805]
```
3 Will there be any courses closed as a result of this termination?   Yes ☒ No ☐
  If yes, what courses?
```
JSGS 871, 872, 873, 874, 875, 876, 877, 878, 879
```
4 Are there currently any students enrolled in the program?   Yes ☒ No ☐
  If yes, will they be able to complete the program?
```
Currently 15 active students in the program; students have been asked to complete their remaining classes by June 30, 2019; in
the event of extraordinary circumstances where students do not complete the classes by June 30, 2019 they've committed to
finding acceptable on-line substitutes on a one-time basis only. Courses can be closed 201909.
```
5 If not, what alternate arrangements are being made for these students?
```
[                                                                ]
```
6 When do you expect the last student to complete this program?
```
30-Jun-19
```
7 Is there mobility associated with this program termination?   Yes ☐ No ☒
  If yes, please select one of the following mobility activity types.
          Dual Degree Program   ☐
          Joint Degree Program   ☐
          Internship Abroad Program   ☐
          Term Abroad Program   ☐
          Taught Abroad Course   ☐
          Student Exchange Program   ☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the
International Office been informed of this program termination?   Yes ☐ No ☐

Section 18: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?   Yes ☐ No ☐

2 Has SESD, Admissions, been informed about this new / revised program?   Yes ☐ No ☐

3 Has CGSR been informed about this new / revised program?   Yes ☐ No ☐

4 Has SESD, Transfer Credit, been informed about any new / revised courses?   Yes ☐ No ☐

5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?   Yes ☐ No ☐

6 Has the Library been informed about this new / revised program?   Yes ☐ No ☐

7 Has ISA been informed of the CIP code for new degree / program / major?   Yes ☐ No ☐

8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses?   Yes ☐ No ☐

9 Has the Convocation Coordinator been notified of a new degree?   Yes ☐ No ☐

10 What is the highest level of financial approval required for this submission? Check all that apply.

   a. None - as it has no financial implications   ☐

   OR

   b. Fee Review Committee   ☐

   c. Institutional Planning and Assessment (IPA)   ☐

   d. Provost's Committee on Integrated Planning (PCIP)   ☐

   e. Board of Governors   ☐

   f. Other   ☐

SIGNED

Date: *26 Sept 2017*

for
Registrar (Russell Isinger): *Jason Doell*

College / Department Representative(s): *Megan Walker*

IPA Representative(s):

UNIVERSITY COUNCIL

POLICY OVERSIGHT COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Beth Bilson, chair
                        Policy oversight committee

DATE OF MEETING: November 16, 2017

SUBJECT: **Report for Information: Policy Oversight Committee
                        Report 2015-2016 and 2016-2017**

COUNCIL ACTION: For information only

PURPOSE:

The policy oversight committee is to report annually to the Board of Governors,
Senate, and Council. As the last report submitted to Council was in November, 2015,
a two-year summary report is provided to Council.

ATTACHMENTS:

1. Policy Oversight Committee Report 2016-17
2. Policy Oversight Committee Report 2015-16

Policy Oversight Committee
Annual Report
October 2017

The university's Policy on the Development, Approval and Administration of University Policies defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a Policy Oversight Committee (POC). Membership includes the Vice-provosts, all Associate Vice-presidents, the Director of Corporate Administration, and representatives from Council and Deans Council. Terms of Reference for the Committee are included in this report and establish that it as an advisory committee to the University Secretary, with a mandate to coordinate university-level policies.

The Policy Oversight Committee generally meets four times a year. It is the intention that in these four meetings the Committee considers the cases made for new policies (review of Notices of Intent), reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

This report presents new policies approved and existing policies amended or deleted between July 1, 2016 and June 30, 2017. Links to the policies have been provided for information.

POLICY OVERSIGHT COMMITTEE
TERMS OF REFERENCE

Purpose: To ensure consistency and coordination in the development, approval and communication of all University policies.

Membership:

University secretary (chair)
Vice provost, Faculty Relations
Vice provost, Teaching and Learning
Vice provost, Indigenous Engagement
Dean, College of Graduate and Postdoctoral Studies
Associate vice-presidents: HR, ICT, Research (2) University Relations (3)
Controller
Director, Infrastructure, planning and land development
Representative from Deans Council
Representative(s) from Council (2)

Chief Audit Executive (non-voting)
Secretary (non-voting, provided by Office of the University Secretary)

Role:

- To develop and maintain a policy template for University policies and provide guidance regarding policy format.
- To receive suggestions from members of the University community and to make recommendations on whether a new University policy is needed (or whether the purpose can be achieved by modifying or clarifying an existing policy, or through guidelines or procedures).
- Where a new policy is being recommended for development, to identify an appropriate sponsor, advise about consultation (including advice about the need for legal review), and identify the appropriate approval path.
- To assist the sponsor in an evaluation of the implications of the policy, including potential risks, costs, and infrastructure requirements.
- Once a draft policy is received, to review the process of consultation and the implementation and communication plan, and to make a recommendation to the appropriate body (PCIP, PEC, President, Board, Council and/or Senate) for initial approval.

- Require the regular review and updating of existing policies to reflect administrative and organizational realities.

Responsibility of Members:

The committee will be collaborative and consensus-based providing recommendations that the committee as a whole supports.

Each member will review meeting documents and reference materials in advance of the meeting, and attend the meeting prepared to offer comment.

Authority: The Policy Oversight Committee has an advisory and coordinating role rather than a decision-making role. It does not have the authority to approve a policy nor to allocate resources.

Revised September 2017

New and Amended Policies approved by governing bodies in 2016-17

June 2017

Financial Authority Policy

This new policy was approved by the Board of Governors effective June 19, 2017. The purpose of this policy is: to clearly establish where financial authority for financial resources resides and to what degree that responsibility can be delegated; to clarify financial accountability for the utilization of financial resources; to provide the Board with control to reclaim, reallocate or repurpose financial resources when it is in the university's interest to do so.

The policy is guided by the principles and values outlined in the university's mission, vision and values statement and balances the need to manage, administer and control financial resources with the commitment to support teaching, research, scholarly and artistic work.

Waiver of International Tuition Differential for Native American Students from the United States

This exemption to Tuition Fees and Authorization policy was approved by the Board of Governors, effective June 20, 2017. The University of Saskatchewan honours the Jay Treaty of 1794, which provided for the free passage of First Nations and Native American citizens across the Canada-United States border.

Following the spirit of the Jay Treaty, Native American students from the United States of America who identify as Aboriginal on their application for admission and who present documentation will have the international tuition differential waived from their student accounts and will be assessed domestic tuition fees.

Medical Faculty Policy

The policy was approved by the Board of Governors, effective June 20, 2017. The purpose of this policy is to provide institutional recognition and formally define the academic relationship medical faculty have with the university and establish a framework for the governance of medical faculty relations with the university. The Dean, College of Medicine, has or may delegate responsibility for implementing this policy, as well as developing and maintaining its associated procedures.

March 2017

Research Policies
- Eligibility to Apply for, Hold, and Administer Research Funding Policy;
- Institutional Costs of Research Policy; and
- Research Administration Policy

Revisions to the research policies were approved by the Board of Governors effective March 21, 2017. The policies were reviewed as part of the process for University-wide Service Delivery and Design project, and the revisions incorporate changes to make the policies clearer, consistent, align with new Tri-Agency standards, and to more accurately reflect current research practice and administration.

Data Management Policy

The revisions to the policy were approved by the Board of Governors effective March 21, 2017. The University of Saskatchewan (U of S) is responsible for ensuring the availability, confidentiality, and integrity of all information to which it is entrusted. University data, whether managed and residing on university information technology resources, stored on personal devices, managed by a third party or a business partner, or outsourced to a service provider, is an important asset that must be governed, protected, and appropriately safeguarded. This policy provides a framework to safeguard and protect the university's data while providing flexibility to support the broad range of academic, research and administrative activities.

Chairs and Professorships Policy

The revisions to the policy were recommended by University Council and approved by the Board of Governors effective March 21, 2017. The joint committee on chairs and professorships (JCCP) is responsible to develop guidelines on the establishment, funding and ongoing administration of chairs and professorships, and has both Council and Board member representation. JCCP approved revisions to the Guidelines for Chairs and Professorships which prompted review and revision of the Chairs and Professorships Policy as the last revisions to the policy occurred in 2005. The policy changes bring into the policy much of the preamble formerly contained in the guidelines, including the definitions of the various types of chairs and professorships at the university. Other changes are to emphasize the role of the university's financial policies in providing financial oversight of chair funding over the life of the chair and to underscore the recognition that the chair or professorship brings to the university and the chair holder. The policy was also rewritten to conform to the policy template that applies to all university policies and provide a clearer distinction between the policy and guidelines.

December 2016

Information Technology Security Policy

The Board of Governors approved this policy effective December, 13 2016. The University of Saskatchewan (U of S) is responsible for ensuring the availability, confidentiality, and integrity of all information to which it is entrusted. The university relies on a vast amount of information to operate on a daily basis. This information ranges from vital research data to personal data about students, faculty, staff, donors and alumni. Maintaining an information technology (IT) environment that protects this information is critical to the operation of the university.

The policy provides necessary framework to reduce and manage the university's IT-based risk while providing flexibility to support the broad range of academic, research and administrative activities. It promotes the use of central IT infrastructure thereby leveraging the institutional investments made to secure the university's IT environment.

October 2016

Enterprise Risk Management Policy

This policy was approved by the Board in October 2017with an effective date of January 1, 2017. The purpose of Enterprise Risk Management (ERM) is to ensure that the portfolio of risks that could influence the achievement of both the University's strategic and key operational objectives is being consistently and effectively managed. Implementing an effective ERM process achieves the following key objectives:

- Roles and Responsibilities: To identify the key roles of the Board and senior management associated with managing the University's risk exposure.
- Oversight: All significant, current and emerging risks have been identified and are being managed and monitored under a holistic approach consistent with the University's risk management process.
- Ownership and Responsibility: The ownership of risk is inextricably linked with the ownership of goals and objectives. Individuals who are responsible for the completion of goals and objectives are therefore equally responsible for identifying, evaluating, mitigating and reporting associated risk exposures.
- Assurance: The Board and management have reasonable assurance that risk is being appropriately managed within defined levels to bring value to the organization.

Signing Authority

Revisions to the Signing Authority Policy were approved by the Board of Governors effective October 6, 2016. The changes relate to the implementation of ConnectionPoint as well as some changes within Financial Services Division and the Office of the Vice President of Research, and proposed changes to the delegates that may sign contracts on behalf of the Board of Governors.

Policies Deleted Administratively

Audit Services Recommendation – March 21, 2017

Policies Currently Under Development/Revision

Fitness to Study
Alcohol
Standard of Overarching Code of Conduct
Tuition Policy

Policies Pending Development or Revision

Mobile Device Management
Gift Acceptance
Conflict of Interest
Radiation Safety
Workplace Safety and Environmental Protection
Immunization
Religious Observance
Plagiarism Detection Guidelines

Policy Oversight Committee
Annual Report
October 2016

This report presents new policies approved and existing policies amended or deleted between July 1, 2015 and June 30, 2016. Links to the policies have been provided for information. For further information regarding the committee please refer to the committee's terms of reference.

New and Amended Policies approved by governing bodies in 2015-16

October 2015

English Proficiency Policy

The purpose of the policy is to ensure that students admitted to the University of Saskatchewan have the proficiency in English to understand and communicate clearly and to be successful in their academic programs. This policy applies to all undergraduate and graduate applicants for admission to credit programs. The policy outlines the ways that English proficiency can be demonstrated.

The policy was approved by University Council effective September 2016.

December 2015

Sexual Assault Prevention

This policy provides all members of the University of Saskatchewan community with a healthy, positive, and safe learning, living, social, recreational, and working environment free of sexual assault and sexual misconduct. This policy and its corresponding procedures provide a framework and firm commitment to prevention, education, awareness, and to fostering engagement from the university community to enable its members to recognize and to help prevent sexual assault and sexual misconduct on campus.

This policy applies to all members of the university community including individuals employed directly or indirectly at the university, students, volunteers, and visitors of any kind. This policy applies to risks, threats and incidents of sexual assault or sexual misconduct that occur on university premises and other work, study, social, recreational and living sites under the university's control or during the course of any university sponsored event or activity. This policy also applies to conduct that does not occur on university premises but that has an identifiable and substantial link to the university, or that affects the university working, learning or living environment. The policy applies to virtual environments such as any form of electronic or social media.

The Board of Governors approved this policy effective December 15, 2015.

Procurement Policy

The purpose of this policy is to ensure that the operational activities related to procurement are consistent with, and supportive of the university's strategic directions, and to ensure that all procurement is authorized by appropriate individuals; is undertaken in a manner that provides the best value to the university; is supportive of sustainability practices; is based on recognized procurement

principles; and is in compliance with funding agency guidelines and applicable legislation and regulations.

The policy sets forth the university's approved procurement framework and identifies the applicable procedures that are to be followed when goods and services are procured.

The Board of Governors approved the Procurement Policy effective January 1, 2016; and the Board of Governors approved deletion of the following policies effective January 1, 2016:
- Procurement Card
- Procurement and Solicitation of Competitive Bids

Assets Management Policy

The purpose of this policy is to enable the University of Saskatchewan to effectively manage its assets. This policy applies to all members who purchase, construct, use, manage, or otherwise have access to assets belonging to the University from all sources of funding including operating, research, trust and restricted funds.

The Board of Governors approved the Asset Management Policy effective January 1, 2016; and approved deletion of the following policies effective January 1, 2016.
- Disposal of Surplus Assets
- Fixed Assets – Inventory Control
- Write-off of Valueless Assets

March 2016

Debt policy

The university policies to address capital debt and internal loans had not been reviewed in depth since 2011 however the internal loan policy was updated in 2014 to reflect the delinquency and write-off guidelines. Review of these policies in conjunction with the university's capital renewal strategy, identified an opportunity to combine these two policies into a single policy which provides a more holistic view of capitalization. The purpose of this policy is to provide a framework for the overall capitalization of the University of Saskatchewan (aligning external debt, internal loans, and investments). The policy also establishes the financial measures and procedures that will be used to monitor the financial impact on the university and to ensure the overall level of risk does not exceed acceptable levels.

The Board of Governors approved the Debt Policy, effective May 1, 2016 and approved the deletion of the Capital Debt Policy and Internal Loan Policy, effective May 1, 2016.

Flying of the Flag at Half-Mast

The flag is lowered to pay respect to deceased students, faculty and staff who worked and studied at the University of Saskatchewan and to pay respect to the Sovereign, the Prime Minister of Canada, the Premier of the Province, or other distinguished persons as designated by the President, a Vice-President or the University Secretary. The amendments to the policy now indicate additional circumstances in which the flag may be flown at half-mast such as national days of mourning and remembrance. The revised policy also gives the President the ability to identify other individuals and situations when we want to lower the flag such as the recent La Loche tragedy. The policy was also amended to reflect the current practice regarding the date when the flag is lowered.

The Board of Governors approved the amendments to the policy effective March 29, 2016.

Use of the University Seal

This policy sets out the proper and appropriate use of the University Seal and provides for its protection in a safe and secure place. The University of Saskatchewan Act 1995 has been amended to state that the application of the seal is no longer a requirement. The Board bylaws have been revised to reflect the amendment to the Act.
The policy has been amended to align with our Signing Authority Policy. The sealing requirement will act as a control that the proper authorization has been received from the Board. In addition to the academic uses of the seal, the seal is now required only on contracts that require a resolution of the Board, as set out in our Signing Policy.

The Board of Governors approved the amendments to the policy effective March 30, 2016.

June 2016

Use of Materials Protected by Copyright

This policy defines acceptable use of materials protected by copyright, and outlines the responsibilities of all users of copyright materials. The policy was originally approved on December 16, 2009, and has been amended to align with current Canadian copyright law, specifically the definition of fair dealing. Also, reference to regulations in the Copyright Act was added, and clarification of the differences in copyright protection for hard copy and electronic materials. A definition of the university community was added, as were details in the Non-compliance section to clarify what constitutes a breach of policy, and to specify possible actions taken for a breach or reason to suspect a breach.

It is important to have a policy which reflects the current legal copyright environment, since as part of our compliance program we ask faculty to complete an annual Faculty Statement of Copyright Compliance. The statement asks them to read the Use of Materials Protected by Copyright Policy, and distribute material in their classes in accordance with the policy.

The Board of Governors approved the amendments to this policy effective June 21, 2016.

Policies Deleted Administratively

Capital Debt Policy
Internal Loan Policy

Procurement Card
Procurement and Solicitation of Competitive Bids

Disposal of Surplus Assets
Fixed Assets – Inventory Control
Write-off of Valueless Assets

Policies Currently Under Development/Revision

Enterprise Risk Management Policy
Information Technology Security Policy
Standard of Conduct
Tuition Policy

Policies Pending Development or Revision

E-Mail/Data Management, Data Access and Data Use/Computer Use (ICT policies are under revision to address changes in the structure of the unit)
Mobile Device Management
Gift Acceptance
Conflict of Interest
Radiation Safety
Workplace Safety and Environmental Protection
Alcohol
Immunization
Religious Observance
Plagiarism Detection Guidelines