

AGENDA

2:30 p.m. Thursday, October 19, 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 September 21, 2017
4. Business Arising from the Minutes
5. Report of the President
6. Report of the Provost
7. Student societies
 - 7.1 Report from the USSU
 - 7.2 Report from the GSA
8. Nominations Committee
 - 8.1 Request for Decision: University Review Committee Member Nomination

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.

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

It is recommended that Council approve the nomination of Angela Lieveise, 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.

9. Academic Programs Committee

9.1 Request for Decision: Admissions Change for Certificate in Sustainability

It is recommended that Council approve the removal of the stand – alone admissions option for the Certificate of Proficiency in Sustainability, effective May 2018.

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

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.

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

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

9.5 Report for Information: Admissions Templates 2018/19

10. Governance Committee

10.1 Notice of Motion: 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.

11. Planning and Priorities Committee

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

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.

12. Other business

13. Question period

14. Adjournment

*Next meeting November 16, 2017 – Please send regrets to barb.welland@usask.ca
Deadline for submission of motions to the coordinating committee: November 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 James Nolan delivered a memorial tribute to honour Dr. Richard (Dick) Schoney, professor emeritus of the Department of Agricultural and Resource Economics.

Professor Bob Calder delivered a memorial tribute to honour Rev. Dr. Claud Thompson, former faculty member of the Department of English and former acting dean of the College of Arts and Science.

1. Adoption of the agenda

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

CARRIED

2. Opening remarks

The chair welcomed members indicating that he looked forward to another year of collaboration amongst faculty, students, staff, and the administration. He recognized Roy Romanow, university chancellor as being in attendance and conveyed the regrets of Lee Ahenakew, chair of the university's Board of Governors who had hoped to attend. He also recognized Chelsea Willness, Council vice-chair and noted that Council would receive its first report from Tony Vannelli, provost and vice-president academic at the meeting.

The chair reviewed his role and the usual meeting protocols and reminded all of the expectation that Council, as a collegial self-governing body, would conduct its business in accordance with the highest standards of collegial behaviour. Members were encouraged to speak openly and respectfully about institutional matters. The chair asked members to reserve questions for the president and provost until question period if the questions were unrelated to their reports. To conduct meetings more efficiently, he also asked that minor editorial corrections to the minutes or other documents be submitted to the relevant committee chair or secretary in advance of the meeting.

The chair reported that discussion at the recent breakfast meeting of Council committee chairs with members of the president's executive committee focused on the provost's outlook on university planning and the budgetary challenges facing the university.

The chair concluded his remarks by noting some of the important decision items to be submitted to Council during the coming year. In closing, he acknowledged Council committee chairs, committee members, the university secretary's office, and thanked all those who supported his nomination as chair.

3. Approval of Minutes of the meeting of June 22, 2017

AITKEN/de BOER: *That the June 22, 2017 Council minutes be approved as circulated.*

CARRIED

4. Business from the minutes

The chair spoke to the observation at the June Council meeting that there is limited opportunity for discussion of important agenda item at Council, noting that although this may happen on occasion, his review of past minutes revealed there were many occasions where Council devoted significant time to discussion and deliberation of important decisions. He noted the due diligence of Council committees in working out difficult aspects of decision items prior to their submission to Council as translating into what might appear to be *pro forma* approvals. He also noted the possibility of making Council agenda items available as they are approved at the committee level, so that members have more reading time in advance of Council meetings and thereby are better prepared for discussion at Council meetings.

5. Report of the President

President Peter Stoicheff reported that the year ahead would be a significant year as the university approves a new university plan inspired by the *Vision, Mission and Values* document. He expressed that during times of budgetary challenge, thinking imaginatively and creatively is more important than ever. He acknowledged the presence of Chancellor Roy Romanow and spoke of the importance of Council as an academic decision-making body. He also noted he was accountable to Council for the decisions of senior leaders.

The president commented on the recommendations of Canada's Fundamental Science Review panel, commonly known as the Naylor report, and the closer collaboration the report recommends occur between Canadian and international researchers. There is a broad belief that Canada can succeed in the global innovation economy, and the federal government is expected to dedicate resources to advance this claim.

President Stoicheff provided comments on the university plan, recalling that Council received a first draft of the plan at its June meeting and that a second draft is planned to be presented to Council at the November 16 meeting. Since June, the plan has evolved with the realization that slowing the progress of the approval process by several months would provide the opportunity to ensure there is full consultation across the university in response to the second draft and that the plan is as good as it can be.

In closing, President Stoicheff announced that the provincial government had restored the \$20M that had been held back from the university budget, and that these funds would be targeted toward the accreditation and future success of the College of Medicine. President Stoicheff expressed gratitude for this funding decision by the government.

There were no questions of President Stoicheff.

6. Report of the Provost

Provost Tony Vannelli expressed pleasure at being a member of Council. He indicated that universities have an open and transparent dialogue and that Council is one venue and forum in which this may occur. He noted he was struck by the uniqueness of the university as an institution that thrives on interdisciplinarity and partnerships and cares about research, scholarship and student success.

Commending the president, dean of medicine, vice-president finance and resources and the many others who contributed to ensuring the university received the provincial resources required for the College of Medicine, Provost Vannelli asked Council to join him in applause to recognize these individuals. Despite the restoration of the funding, the university remains with a deficit budget that it is required to address. Dr. Vannelli emphasized the importance of high-quality programs in addressing the university's budgetary challenges.

Provost Vannelli outlined the consultation planned for the next stage in the development of the university plan and the intent to have a plan that departs visually from previous plans, noting he would provide greater specificity about the plan at the October Council meeting. In response to a question about how colleges and schools would integrate their strategic plans with the university plan, Dr. Vannelli explained that in the coming months, deans and executive directors would be asked to talk about their individual plans amongst each other. The goal will be to look for linkages and partnerships and thereby allow the university plan to live through and be realized by the colleges and schools.

In closing, Provost Vannelli asked new senior leaders in attendance to introduce themselves. In turn, Huey-Ming Tzeng, dean of Nursing; Doug Brothwell, dean of Dentistry; Trever Crowe, interim dean, College of Graduate and Postdoctoral Studies introduced themselves and provided a bit of their background to Council.

7. Student Societies

7.1 Report from the USSU

David D'Eon, president of the University of Saskatchewan Students' Union (USSU) presented the report. Mr. D'Eon reported on the work of the USSU executive over the past five months, notably the reformation and reconstitution of the Saskatchewan Student Coalition that represents over 60,000 undergraduate students across the province. The coalition will present a cohesive argument to the provincial government as to why postsecondary education matters across the province.

7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association presented the report. This year the GSA will reinforce its focus on having a graduate student representative on every Council committee and as a voting member on the university's Board of Governors. Mr. Ghaith indicated the GSA would continue to contest the language in the *1995 University of Saskatchewan Act* that does not permit a graduate student member representative on the Board of Governors and would lobby for proportional representation on the university's governing bodies.

The graduate student-supervisor guideline has been adopted. Mr. Ghaith invited members to review the agreement posted on the College of Graduate and Postdoctoral Studies website and provide feedback to the college to improve the guidelines.

Mr. Ziad acknowledged the efforts of the USSU in reforming the Saskatchewan Student Coalition and noted a priority of the GSA is to establish a national body for graduate students.

8. Nominations Committee

Jim Greer, chair of the nominations committee presented the report to Council. In response to each nomination, the chair called three times for nominations from the floor. There were none.

8.1 Request for Decision – Governance Committee Member Nomination

GREER/DOBSON: *It is recommended that Council approve the nomination of Pamela Downe, Department of Archaeology and Anthropology to serve on the governance committee effective immediately and continuing until June 30, 2020.*

CARRIED

8.2 Request for Decision – Teaching, Learning and Academic Resources Committee Member Nomination

It is recommended that Council approve the nomination of Darrell Bueckert, Department of Music, as the sessional member representative on the teaching, learning and academic resources committee effective immediately and continuing until June 30, 2018.

CARRIED

Professor Greer announced that the nominations committee had been advised of a vacancy on the university review committee and would meet the following week to consider nominees. He noted volunteer nominations were welcomed and could be directed either to himself or the committee secretary.

9. Joint Committee on Chairs and Professorships

Jim Germida, chair of the joint committee on chairs and professorships presented the report to Council.

9.1 Request for decision: The Allard Foundation Chair in Veterinary Oncology

Professor Germida indicated that the chair was funded for five-year limited term, after which time the chair would be attached to a tenure-track faculty position within the Western College of Veterinary Medicine.

GORDON/DETMER: *It is recommended that Council approve the Allard Foundation Chair in Veterinary Oncology and recommend to the Board of Governors that the Board authorize the establishment of the chair.*

CARRIED

10. Planning and Priorities Committee

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

10.1 Report for Information – 2018/19 Operations Forecast

Dr. de Boer reported that each year the planning and priorities committee is mandated by its terms of reference to provide advice to the president on the university's operations forecast and to report to Council on the nature of its advice. Accordingly, the committee has provided Council with a copy of its letter to the president.

A Council member commented favourably on the reference in the committee's letter to the articulation of a northern strategy and called for all prospects and outreach in the North to be continually highlighted throughout the university.

11. Governance Committee

Jay Wilson, chair of the governance committee presented the committee report to Council. Prior to delivering the committee's report, Dr. Wilson encouraged members to respond to the governance committee email request for input on how to improve member attendance at Council meetings.

11.1 Request for input: Procedures for Student Appeals in Academic Matters

Dr. Wilson indicated the request for input on Council's *Procedures for Student Appeals in Academic Matters* signals the launch of the review of the procedures initiated by the governance committee.

The GSA president inquired about the student guests that attend governance committee meetings and the distinction between being a student guest as opposed to a student member. Dr. Wilson noted that the previous year, student guests from the USSU and GSA were invited to attend committee meetings and play a full part in the discussions of the committee. This year, the committee will assess the involvement of students and consider whether to recommend that the committee's terms of reference be amended to include student members, and if so, what their voting status would be.

12. Other business

There was no other business.

13. Question period

The chair invited questions. There were none.

14. Adjournment

The meeting was adjourned by motion (DOBSON/GJEVRE) at 4:10 pm.

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL October 2017 **Development of Memorandum of Understanding with City of Saskatoon**

Saskatoon city council has unanimously endorsed the development of a formal memorandum of understanding (MOU) between the City and the University. As one of the first of its kind in Canada, the MOU will cover a wide range of initiatives including partnering on land development, community programs, and research initiatives. The University and the City already have a close relationship and an MOU of this nature will help cement that for future administrations.

With the recent approval through the city's governance process, the MOU will be developed over the coming months through a working group of city and university representatives.

Partnership Agreement with Rемаi Modern

We are close to signing a partnership agreement between Rемаi Modern and the University of Saskatchewan with a planned signing date in December, 2017. The agreement expresses the aspirations of two of the city's and the province's most significant cultural institutions to collaborate in our areas of complementary strength and mission. The agreement seeks to optimize the collaborative possibilities between Rемаi Modern and the university through joint initiatives to the mutual benefit of Rемаi Modern, the university, and the community.

I believe that the partnership contributes to the international leadership of both organizations and to their respective mandates to serve their local communities. The respective programs of both Rемаi Modern and the U of S engage with and impact the broader social, cultural and economic development of the city and the province.

The agreement will cover a broad range of university disciplines, programs, schools and colleges. We will pursue collaboration in the areas of public programming, indigenous initiatives, art exhibitions, research initiatives, teaching, and specific activities related to the extensive collection of Picasso linocut and ceramics collection.

Welcoming New Members to the Board of Governors

Over the summer, the Government of Saskatchewan appointed three new members to the Board of Governors for three-year terms; their first meeting is planned to take place on Oct. 11th and 12th, 2017. The new government appointees are Shelley Brown, Grant Devine and Ritu Malhotra – all graduates from the U of S.

I wanted to take this opportunity to thank the outgoing members of the board appointed by the government, David Dubé, Kathryn Ford and Greg Smith, for their excellent and committed service to the University of Saskatchewan.

I am looking forward to working with our new appointees, whose brief bios you can find below:

- **Shelley Brown**, a U of S commerce grad, has more than 30 years of experience in accounting public practice. Formerly a partner in Deloitte's Saskatoon office and managing partner for the

Saskatchewan practice, she transferred to Vancouver to focus on clients in manufacturing, mining and forestry sectors. Named as one of Canada's 100 Most Powerful Women by KPMG Professionals Award, she has always been active in the community, serving the Children's Hospital Foundation of Saskatchewan, the Canadian Institute of Chartered Accountants, and the U of S Huskies Board of Trustees.

- **Grant Devine**, a U of S agriculture graduate with degrees from the University of Alberta (MSc, MBA) and Ohio State University (PhD), began teaching at the U of S in the '70s before entering politics. Devine was elected the 11th premier of Saskatchewan, serving two terms from 1982 to 1991. He currently has a farm and ranch near Moose Jaw, where he previously served as chairman of Live Bid Auction and served as a director for Agrium. In 2009, he was honoured with the Saskatchewan Order of Merit for his contributions to the province.
- **Ritu Malhotra** received her PhD from the U of S College of Engineering in 2008. She is an accomplished engineer with almost 15 years of industry experience. Currently the VP of operations at March Consulting Associates, Malhotra has a combination of technical expertise and management and communication skills. Her professional experience includes electrical engineering research, project design, business development, operations and management. She is an active member of the Institute of Electrical and Electronics Engineers, serving as an executive member of North-Saskatchewan Section and Industry Applications and Power Engineering joint chapter.

The U of S Board of Governors meets about six times per year, and is responsible for overseeing and directing all matters respecting the management, administration and control of the university's property, revenues and financial affairs.

The board consists of 11 members: five appointed by the Government (currently Grant Isaac, Lee Ahenakew, both of whom were reappointed for additional three year terms, and the three new appointees), one student member (currently David D'Eon), one faculty member elected by the faculty (currently Dr. Jay Kalra), two members appointed by University Senate (currently Daphne Arnason and Joy Crawford), and two ex-officio members (currently President Peter Stoicheff and Chancellor Roy Romanow).

Canada 150 Activities

It has been an honour to host former Prime Ministers Jean Chrétien and Kim Campbell this past month as part of the university's Canada150 events. Their conversations with Chancellor Romanow at convocation hall were well attended and well received. I look forward to hosting, with JSGS and the College of Law, Prime Minister Paul Martin on Nov. 9th for his time on campus.

Further Canada150 activities include three book launches by, or about, people with U of S connections:

- Oct. 10th, 4:30pm, Convocation Hall: Jim Miller, U of S professor emeritus -- *Residential Schools and Reconciliation: Canada Confronts Its History*.
- Oct. 12th, 4:30pm, Dentons LLP Student Lounge: Craig McInnes -- *The Mighty Hughes: From Prairie Lawyer to Western Canada's Moral Compass*. A book about U of S alumnus Ted Hughes who has made an outstanding contribution nationally as chief federal treaty negotiator, and is well known for his work as chief adjudicator in residential school settlement claims.

- Nov. 6th, 4:30pm, Convocation Hall: Robert Calder, U of S professor emeritus -- *A Hero for the Americas: The Legend of Gonzalo Guerrero.*

PROVOST'S REPORT TO COUNCIL

October 2017

GENERAL REMARKS

This has been a very busy beginning of term. There are two main focus areas that I am spending necessary time along with other senior leaders. First, we have just begun the next round of consultation with the current draft of the new University Plan that is being discussed with key stakeholders; i.e., subcommittees of Council, student groups, faculty, staff, governance committees and the community. This consultation will continue throughout the Fall 2017 term. Second, I am working with Deans' Council and PCIP to develop a budget planning over a multi-year scenario ideally. Multi-year scenarios will allow the university to better prepare to sustain current programs and initiatives while embarking on new initiatives over the years to come in a more systematic way. I will report on this progress to Council later this term.

ENROLMENT UPDATE FOR OCTOBER

In keeping with past practice, we will provide a Fall Census (October 11) snapshot at the October meeting of University Council. This snapshot will include information about the number and distribution of students as well as changes to teaching activities.

INSTITUTIONAL PLANNING AND ASSESSMENT

Tuition Policy

The university's current [tuition policy](#) was last updated in 2004. In order to reflect our current practices and principles with respect to tuition and fees rate-setting, a review of the policy is underway. In addition to our current principles of affordability and accessibility, enabling quality, and comparability, the principles of predictability and transparency are being discussed.

Over the last two years, consultations on the tuition policy have been taking place with students and student organizations, academic leaders, the registrar's office, CGPS and VPTL, and Financial Services, as well as with PPC and APC. A student was hired for a summer work placement in 2016 to review tuition policies and practices across North America. All of this information has informed a draft revised policy. Institutional Planning & Assessment (IPA) is facilitating these conversations. As well, Registrarial Services identified various tuition and fee types within the context of the university's RCM framework, along with current administration processes to be included in the procedures document. An inventory of student fees across campus has also been compiled and is currently under review.

Our thanks are extended to the USSU and GSA for having drafted procedures to inform the consultations that deans undertake with students at the college levels around tuition. The draft procedures were presented to deans' council in September and will be incorporated into the amended materials as appropriate.

Conversations and revisions to the draft policy will be ongoing until it is considered for approval by the Board of Governors (tentatively scheduled for December 2017). The penultimate draft will be presented to PPC and APC again before it is submitted to the Board.

Planning

Broad campus consultations regarding the university's institutional plan have been ongoing since January 2017. This followed the finalization of the university's renewed Mission, Vision and Values in December 2016. Conversations with the deans and unit leaders have been ongoing since 2015 with regard to the alignment of the university's planning processes and the move to responsibility centre management. All of this has informed the development of a draft plan, and updated planning processes. The timeframe for the updated plan will take us to 2025, but will be complemented by a continuous planning process, which will drive the alignment of our resources behind academic plans.

Renewed consultations will be underway through October and November, 2017. These will include the planning advisory group (which includes representatives from the USSU, GSA, Council chairs, among others), student groups, council committees, Indigenous thought leaders and language keepers, alumni, Senate, and the Board. Our goal is to present the final plan for consideration and approval to the governing bodies early in the New Year. In parallel, the college and unit planning processes are either well underway, or in development. We have a cadre of new decanal leadership, and we are very much looking forward to the renewed perspective they bring to actualizing our university plan.

Framework for Assessment

In 2008, University Council and the Board of Governors approved the University of Saskatchewan's first Framework for Assessment that was created in conjunction with the development and approval for the Second Integrated Plan. Almost a decade has gone by and there has been increasing emphasis and need for data, information, analyses and evidence to guide our planning, decision-making and performance measurement activities. IPA is currently in the process of creating a new Framework for Assessment that will respond to that need and support how we monitor and adjust goals identified in our University Plan from 2017 onward. The Framework will articulate priorities, approaches, tools and strategies for the assessment and evaluation of plans and goals while providing us with a greater understanding and awareness of the impact of our academic, research and outreach activities. Elements of the 2017 version of the Framework for Assessment will include:

- **Data profiles** containing a series of metrics pertaining to areas such as Teaching and Learning, Research and Outreach
- **Scorecards** that will showcase key performance indicators (KPIs) related to the University and unit plans
- Enhanced **financial analysis** that will provide regular updates on finances including budget variances and results from the Transparent Activity-Based Budgeting System (TABBS) resource allocation model
- Outputs from **reviews** of academic programs, campus units and functions
- Insight from **external benchmarking** and peer comparisons
- Information on outcomes and impact from stakeholder **surveys**
- **Annual unit assessments** that will report on progress towards planning objectives

The Framework will bring renewed and focused attention to how we collectively monitor, assess and report on our progress towards achieving our institutional and unit-level goals and strategies. This is vital to ensure that the efforts and resources devoted to achieving our objectives is warranted, our programs and services are effective and of high quality and we remain accountable to internal and

external stakeholders. University Council will be apprised of further developments on the Framework as they occur.

COLLEGE AND SCHOOL UPDATES

College of Medicine

The College of Medicine hosts a full-site accreditation review of its undergraduate medical education program from October 29 to November 1, 2017. The college submitted all required documentation, as well as supporting appendices, to the visiting team in July. Preparation by the college has included document support, an external review by expert reviewers in early February 2017, orientation and rehearsal meetings with visit participants (215 people from the college's student body, faculty, residents, staff and key stakeholder organizations), as well as weekly informational "accreditation progress wall walks" with key groups and individuals. In addition, accreditation leaders and experts in the college are providing individual meetings to further support participants who require further assistance.

The college already has indication from the visiting team that they will be looking with more depth into student support and the college's financial stability through the past three years and for three years into the future, and a data request from the visiting team is expected on October 6. More information can be found on the college website, including a video featuring the dean of medicine, at www.medicine.usask.ca/accreditation.

College of Pharmacy and Nutrition

Very Positive Pharmacist Licensing Exam (PEBC) Results - U of S Number 1 on OSCEs and Number 2 in Canada

- We finished #1 on the OSCEs portion of the exam with a 98.7% pass rate
- We finished #2 in Canada on the entire exam (MCQ + OSCEs) with a 88.6% pass rate

College of Pharmacy and Nutrition Summer Student Research Day

Every summer, undergraduate students make important contributions to the College of Pharmacy and Nutrition's research endeavours. On September 7, thirteen undergraduate research assistants shared their research findings with the academic community during the college's 1st Summer Student Poster Day. The event capped-off a summer of varied research and professional development activities exposing students to research (many of whom are in professional streams); providing valuable hands-on experience; and introducing the possibility of future graduate studies.

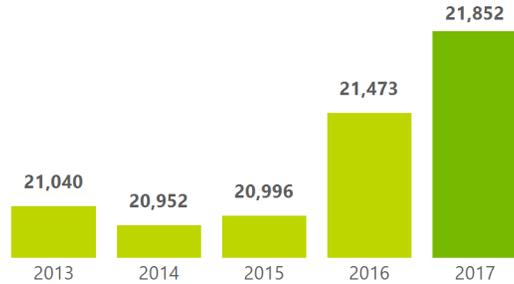
Graduate and post-doctoral trainees organized the event and judged the posters and oral presentations. Cash prizes for best posters, made possible by a generous donation from Petcurean Pet Nutrition Inc., were awarded to the following student researchers:

- Teagan Holt, 1st year Pharmacy student
1st Prize (\$250) for *Comparison between C13 and deuterated Dansyl Chloride for differential isotope labelling targeted metabolomic application*, co-authored with M. Khamis, D. Adamko, and A. El-Aneed, supervised by Dr. El-Aneed.

- Tatianna Orlowski, 1st year Pharmacy student
2nd Prize (\$150) for *Topical Nifedipine for Reynaud's Phenomenon*, co-authored with J. Syeda, M. Mohammed, and E. Wasan, supervised by Dr. Ellen Wasan.
- Jasleen Saini, 2nd year Arts & Science student
3rd Prize (\$100) for *The Effects of Selective Pacemaker Channel (Ih) Blocker on Synaptic Plasticity and Neuronal Death in Rat Hippocampus*, co-authored with F. Cayabyab, supervised by Dr. Cayabyab.

TOTAL ENROLMENT

21,852 ↑ 1.8%



Undergrad 17,688 ↑ 2% **Grad Students** 3,290 ↑ 1.1%
Non-degree 444 ↓ 2.8% **Med Residents** 430 ↑ 1.2%

ENROLMENT BY COLLEGE/SCHOOL

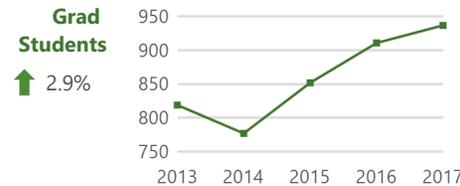
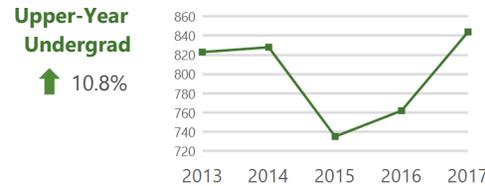
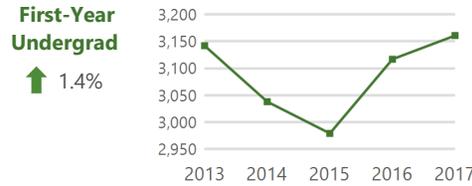
	Undergrad	Grad Students
Arts & Science	8,261 ↑ 1.0%	866 ↑ 4.3%
Engineering	1,658 ↓ 4.1%	393 ↑ 5.1%
Education	1,499 ↑ 13.8%	465 ↓ 7.7%
Edwards School of Business	1,725 ↑ 3.6%	80 ↑ 6.7%
Agriculture & Bioresources	1,299 ↑ 5.2%	268 ↓ 0.4%
Nursing	1,012 ↑ 0.3%	115 ↑ 5.5%
Medicine	397 ↓ 2.0%	295 ↓ 2.3%
Kinesiology	563 ↑ 5.0%	40 ↑ 2.6%
Pharmacy & Nutrition	434 ↓ 4.6%	71 ↑ 2.9%
Veterinary Medicine	321 ↑ 0.3%	126 ↑ 13.5%
Law	402 ↑ 6.9%	17 ↑ 6.3%
Public Policy	-	164 ↑ 7.9%
Public Health	-	154 ↑ 2.7%
Grad & Postdoc Studies	-	125 ↓ 15.5%
Dentistry	116 ↑ 4.5%	-
Environment & Sustainability	<5 ↑ 10.0%	107 ↑ 1.9%

RETENTION 82%

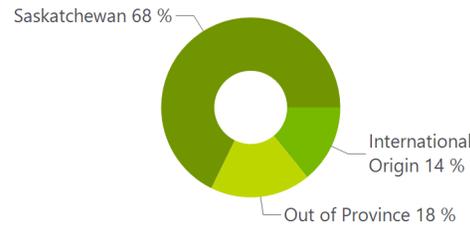
Retention rate for first to second year students in direct entry programs.

65.0% Aboriginal **89.3% International**

NEW STUDENTS 4,942 ↑ 3.2%



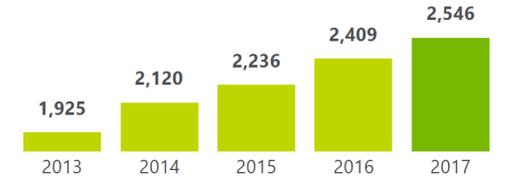
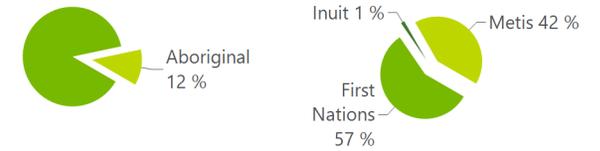
STUDENT ORIGIN



TEACHING ACTIVITY (3 Credit Unit Equivalent) ↑ 3.0%

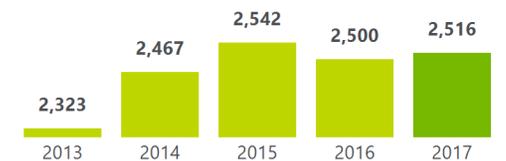


ABORIGINAL STUDENTS 2,546 ↑ 5.7%



Undergrad 2,267 ↑ 6.2% **Grad Students** 237 ↓ 0.4%
Non-degree 25 ↑ 38.9% **Med Residents** 17 ↓ 5.6%

INTERNATIONAL STUDENTS 2,516 ↑ 0.6%



Undergrad 1,112 ↓ 5% **Grad Students** 1,209 ↑ 6.1%
ESL 195 ↑ 2.6% **Med Residents** <5

TOP FIVE COUNTRIES

UNDERGRADUATE			GRADUATE STUDENTS			
China	564	51%	1	China	205	17%
Nigeria	86	8%	2	Iran	133	11%
India	55	5%	3	India	125	10%
Vietnam	38	3%	4	Nigeria	92	8%
Bangladesh	28	3%	5	Bangladesh	74	6%

USSU University Council Report

Greetings,

Since the beginning of term, the USSU has been focused largely on establishing its internal council, committees, and other structures for the school year. As such, our report will be brief.

The Rink in the Bowl project headed by VP Lau is now moving to seek sponsorship from different organizations to reduce the overall cost on the student body. Different options for materials and storage have been explored. Currently working on the logistics for volunteer organization from staff, faculties and students. The Free Menstrual Product Project has successfully launched in over 30 bathrooms, covering 18 buildings around campus, thanks to the partnership with FMD who has agreed to help with storage and delivery in the future.

VP Quan has been assisting in the launch of Campus Legal Services. We are currently exploring means of supporting this service in the long term. VP Quan has also launched co-curricular records within the USSU and is helping student societies implement co-curricular records within their college or department. Additionally, VP Quan is in the planning stages for the annual Undergraduate Project Symposium which will be taking place February 5th.

VP Kapacila has been diligently working on improving Student Groups understanding of the Non-Academic Misconduct Policy, insurance and duty of care for their events. So far students have been unaware of the Non-Academic Misconduct Policy. VP Kapacila is planning to work with Beth Bilson and Patti McDougal to raise awareness about the policy and its scope. VP Kapacila is also hoping to move the on campus insurance online to create a better, more accountable and efficient model, support from the various Deans is crucial for the success of this project.

President D'Eon has met with four of the seven leadership candidates for both parties, and is in the process of scheduling at least one more, with the hope being to have discussed the concerns of undergraduate students with these individuals. Further, rallies were organized at the end of September with the Saskatchewan Student Coalition. These rallies are a part of a greater effort to raise awareness of the need for further supports, and further actions, such as presentations to legislative committees, are being planned.

Of note in the upcoming month: our next Association of Constituency Presidents meeting is approaching, and topics we will be discussing are progress on tuition consultation, provincial advocacy, and risk management.



University of Saskatchewan - Graduate Students' Association
GSA University Council Report – October, 2017

In our efforts to continue fulfilling our mandate of enhancing our members academic and non-academic experience in the University of Saskatchewan, the GSA has been working on three different areas over the month of September.

First: Graduate Tuition Policy and Consultation

An efficient tuition consultation for graduate students is more important than ever for the graduate students. The annual increase in tuition, the provincial education budget cut, changes in Post-Secondary education tax credit, the increase in living expenses, and the insufficient matching of stipends to all of these expenses make these issues for graduate students more important than ever.

Because of the special nature of the graduate student programs, there is a need to have internal tuition consultation in each host college, regardless of the fact that all graduate students are members of CGPS. The GSA is hoping to work with the Deans of each college and with the Dean of CGPS to facilitate a meaningful consultation with the graduate students in their host colleges.

Second: Graduate Students Stipend

The recent change in the University policy regarding reclassifying the graduate student's stipend to be a non-earning income is concerning for many graduate students. The GSA was unable to provide its inputs for this sudden change which directly impacts a large segment of its members. We were hoping that this change would happen via committees and to include more consultation with graduate students. We are working closely with graduate students and other stakeholders to evaluate this change and its impact on graduate students. The GSA was hoping to have longer and more detailed consultation before making this change.

Third: Graduate Student Representation

The graduate students' representation on the University Board of Governors and the University Council has been discussed with the University administration, the GSA look forward to seeing an action plan to accommodate this important issue.

Fourth: Graduate Programs Review

One of the emerging issues that has impacted the graduate students experience at the University of Saskatchewan is the timeline of reviewing the graduate academic programs. The current review is done so that each program will be reviewed once every 7 years. This means at least three master generations and two PhD generations. The GSA considers this lengthy in ensuring the quality of various graduate programs. The current review practice does not include program feedback from alumni and is lacking where student inputs are concerned.

The GSA will work with all stakeholders to ensure the improvement of the review process which ultimately aligns with the interests of the University of Saskatchewan as a research-intensive university.

Ziad Ghaith,

President, Graduate Students' Association

AGENDA ITEM NO: 8.1

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Pamela Downe, vice-chair, nominations committee of Council

DATE OF MEETING: October 19, 2017

SUBJECT: University Review Committee Member Nomination

DECISION REQUESTED: *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.

DISCUSSION SUMMARY

Due to a member resignation, a new member from the GAA is required to serve on the university review committee.

ATTACHMENT(S):

University review committee membership

UNIVERSITY REVIEW COMMITTEE - 2017-18 MEMBERSHIP

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4)**:

15.8.4 University Review Committee. The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

Marv Painter	Management and Marketing	2018
Nick Ovsenek	Anatomy and Cell Biology	2018
Alexander Koustov	Physics and Engineering Physics	2018
Erika Dyck	History	2019
TBD Graham Scoles	Plant Sciences	2019 (resignation)
Kalyani Premkumar	Community Health & Epidemiology	2020
Mark Carter	Law	2020
Laurie Hellsten	Educational Psychology & Special Education	2020
Shawna Berenbaum	Pharmacy and Nutrition	2020

Chair: Jim Germida, Vice-Provost, Faculty Relations

Secretary: Anna Okapiec, Faculty Relations Officer

AGENDA ITEM NO: 8.2

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Pamela Downe, vice-chair, nominations committee of Council
DATE OF MEETING: October 19, 2017
SUBJECT: Recreation and Athletics Advisory Council Member Nomination
DECISION REQUESTED: *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.

DISCUSSION SUMMARY

Due to the new terms in the Memorandum of Agreement between the university and the GSA and USSU student bodies, faculty members from the College of Kinesiology are no longer permitted to serve on the Recreation and Athletics Advisory Council. Therefore, a new member from the GAA is required to replace Leah Ferguson of the College of Kinesiology on the Advisory Council.

ATTACHMENT(S):

Recreation and Athletics Advisory Council membership

RECREATION AND ATHLETICS ADVISORY COUNCIL – 2017-18 MEMBERSHIP

Recommends on the recreation and athletic fees charged to students, reviews reports on expenditures, and provides advice on issues related to the delivery of the recreation and athletics programs of the university; committee includes three faculty members (whom may not be from the College of Kinesiology). Members may serve a maximum of two consecutive terms.

Noelle Rohatinsky	Nursing	First term	2020
TBD Leah Ferguson	Kinesiology	First term	2019 *no longer eligible
John Hansen	Sociology	First term	2018

*ineligible to serve due to revised terms of the MOA that now preclude members of the College of Kinesiology from serving on the advisory council

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, chair, Academic Programs Committee

DATE OF MEETING: October 19, 2017

SUBJECT: **Admissions change for Certificate of Proficiency in Sustainability**

DECISION REQUESTED:

It is recommended:

That Council approve the removal of the stand – alone admissions option for the Certificate of Proficiency in Sustainability, effective May 2018.

PURPOSE:

Council is responsible for approving changes to admissions requirements for academic programs at the University of Saskatchewan. Removing the stand-alone admissions option for the Certificate of Proficiency in Sustainability changes the admissions requirements for the program.

CONTEXT AND BACKGROUND:

When the Certificate of Proficiency in Sustainability was created by the School of Environment and Sustainability (SENS), admission was open both to students already enrolled in any undergraduate degree program at the U of S, as well as to people not currently registered at the U of S.

In assessing the requirements of the certificate, it has become clear that it is not set up in a way that it would be conducive to someone not already enrolled at the U of S, as many of the required courses for the certificate require prerequisites that are not included in the certificate.

IMPLICATIONS:

To date there have not been any students in the Certificate program who have been enrolled under the stand-alone admissions option.

There is healthy demand in the Certificate in Sustainability from U of S students enrolled in undergraduate programs and so it is not anticipated that this change would impact enrolment in the program.

CONSULTATION:

The SENS Academic Programs Committee supported to proposed change and recommended that SENS Faculty Council approve the removal of the standalone option, which it did on August 17, 2017.

The Academic Programs Committee reviewed the proposal for the removal of the stand-alone option at its September 13, 2017 meeting. The main comment from the committee was to recommend that SENS consider developing a stand-alone certificate in sustainability if interest warrants it.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its October 2017 meeting.

ATTACHMENTS:

1. Proposal for Curricular change - Removal of Standalone Admission Option



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: SENS Certificate in Sustainability – Removal of Standalone Admission Option

Degree(s): Certificate in Sustainability

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: School of Environment and Sustainability

Contact person(s) (name, telephone, fax, e-mail): Andrea Eccleston, 966-8755, andrea.eccleston@usask.ca

Proposed date of implementation: 201805 (May 2018)

Proposal Document

Rationale and SENS Approval Process:

The Undergraduate Programs Committee in SENS has proposed the removal of the standalone admissions option from the Certificate in Sustainability based on the following:

- When the Certificate was created, admission was open to allow students already enrolled in undergraduate degree programs in any college to complete the certificate and also so that people not currently U of S students could apply (as standalone) to be accepted to complete the certificate. To date no students have completed the certificate through the standalone option.

- We have found that the Certificate is not set up in a way that would be conducive to someone not already a U of S student to successfully complete as many courses require prerequisites that are not a part of the Certificate. Meaning in addition to the 21 credit units needed for the certificate students would need to take additional classes over and above to be able to attain those.

- The majority of inquiries we have received (mainly in the past few months) for standalone admission have been from International Students wanting to apply and only take the Certificate. Given the demand for the certificate on campus and our ability to meet that demand

it has been determined that it is in our best interest to focus on the students on campus and not hold seats for standalone admission.

This proposed change has been reviewed by SENS APC and there were no major questions or concerns raised. The following motion was voted on my SENS Faculty Council and the motion was carried (please see attachment).

MOTION: Forwarded by P. Loring/Seconded by C. Laroque: that the standalone admission option be removed from the Certificate in Sustainability.

Impact on Student Numbers:

There is no impact on student numbers expected in the program as a result of this change.

Budgetary Implications:

There are no budget implications associated with this change.

Additional Documents:

A Consultation with the Registrar Form was completed on July 7, 2017 and is attached for reference.

Complete Catalogue Entry – attached with changes in red.

From: [Martin, Jennifer](#)
To: sens_faculty@usask.ca; [Eccleston, Andrea](#)
Subject: Fwd: SENS Faculty Vote: Certificate Program - Curricular Change
Date: Thursday, August 17, 2017 7:35:47 AM

Good morning,
Thank you all who responded and voted. We achieved quorum this morning and I am pleased to announce the motion is carried.
Kind regards,
Jennifer

Sent from my iPad

Begin forwarded message:

From: "Martin, Jennifer" <jennifer.martin@usask.ca>
Date: August 16, 2017 at 3:03:10 PM CST
To: "Martin, Jennifer" <jennifer.martin@usask.ca>, "sens_faculty@usask.ca" <sens_faculty@usask.ca>
Subject: RE: SENS Faculty Vote: Certificate Program - Curricular Change

Hello everyone,
We have not yet achieved quorum for this vote – please visit the Fluid Survey at <https://fluidsurveys.usask.ca/surveys/jennifer-martin/sens-certificate-program-changes/> to vote at your earliest convenience.

Thanks again,

Jennifer L Martin, Administrative Officer
School of Environment and Sustainability
University of Saskatchewan
306-966-8431

From: Martin, Jennifer [<mailto:jennifer.martin@usask.ca>]
Sent: Monday, August 14, 2017 8:37 AM
To: sens_faculty@usask.ca
Subject: SENS Faculty Vote: Certificate Program - Curricular Change

Good morning,
I hope this finds you all well rested after a beautiful long weekend!

The Undergraduate Programs Committee would like to propose the removal of the standalone admissions option from the Undergraduate Certificate Program. This would normally be saved for the next SENS faculty meeting; however, the decision needs to be expedited to allow time for the decision, if successful, to be advanced to University Council for consideration, and finally the University Senate, which only meets twice per

year.

Please see the brief fluid survey at <https://fluidsurveys.usask.ca/surveys/jennifer-martin/sens-certificate-program-changes/> to vote at your earliest convenience. I will follow up with the results of the decision once we have achieved quorum.

Have a great week!

Jennifer L Martin, Administrative Officer
School of Environment and Sustainability
University of Saskatchewan
Room 327, Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8
Ph: 306-966-8431

<http://explore.usask.ca/programs/colleges/environment/sustainability/index.php>

Admission Requirements

For students currently enrolled at the U of S, there are no specific admission requirements to enroll in this certificate program and the program is open to students from any U of S college. Current students should contact their academic advisor and the [School of Environment and Sustainability](#) to enroll in the certificate. The certificate typically begins in the second year of a student's degree program.

~~Please note: the School is not currently accepting students who wish to take the Certificate as a stand-alone program~~

~~Students who wish to pursue the Certificate in Sustainability as a stand-alone program in the School of Environment and Sustainability will follow the undergraduate admission requirements, application procedure and deadlines of the College of Arts and Science. Prior to initiating this process, students should contact the [School of Environment and Sustainability](#) for assistance.~~

<http://www.usask.ca/programs/colleges-schools/school-of-environment-and-sustainability/index.php>

Academic Information & Policies

The following college-level policies are subject to [University Council Regulations](#). In the absence of information, or in the case of discrepancies between university and college regulations, university regulations will prevail. Please note that students will graduate according to the regulations effective for the year in which they are approved to graduate. In all other cases, the most current rules will apply, unless otherwise stated.

Students registered in a degree program outside of the School of Environment and Sustainability will follow the academic policies in effect for that program. Students must meet residency requirements as stipulated by their degree-granting college.

~~Students pursuing **only** the Certificate in Sustainability program in the School of Environment and Sustainability will follow the undergraduate admission qualifications of the College of Arts and Science with the following exception:~~

- ~~• Students taking the certificate must take ENVS 201 and ENVS 401. Transfer credits from other institutions cannot be substituted for these courses. The purpose of this is to create coherence among certificate cohorts.~~

~~For complete admission and transfer credit policies, please see the [Prospective Students website](#).~~

~~Students pursuing the Certificate in Sustainability as a standalone program will observe the following policies:~~

~~Promotion~~

~~The minimum requirements for continuing as a full-time student in the School of Environment and Sustainability are based on the Cumulative Weighted Average (C.W.A.) calculated from the weighted grades of all courses attempted, including failures.~~

~~This calculation is made annually in May/June and is based on all grades obtained to the end of April (end of the Fall and Winter Terms). The average calculation for students with deferred examinations will be made upon receipt of all final grades.~~

~~No specific promotion standards are applied to the Certificate in Sustainability program. Students are required to attain an overall Cumulative Weighted Average (C.W.A.) of 62.5% on all courses counted toward the certificate in order to be eligible to graduate.~~

~~Students who are not promoted will receive an e-mail notice from the School in June indicating their faculty action (*Probation* or *Required to Discontinue*). Students should ensure that they regularly check their U of S NSID e-mail.~~

~~For further details on taking courses under *Required to Discontinue* status, refer to *Faculty Actions: Probation* and *Required to Discontinue* below.~~

~~Promotion Standards~~

~~Students enrolled only in the certificate program must meet with the Certificate Advisor annually to ensure adequate progress is made towards meeting the graduation standard, which is 62.5%. 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.~~

~~Faculty Actions: Probation and Required to Discontinue~~

~~Students who fail to make adequate progress towards meeting the graduation standard (see above) will either be placed on *Probation* or be *Required to Discontinue* from the School of Environment and Sustainability for a period of one academic year. Students are notified in June.~~

~~Students who are *Required to Discontinue* from the School of Environment and Sustainability are not permitted to return to the School for a period of one academic year. Students who take courses outside the School of Environment and Sustainability while *Required to Discontinue* must have a C.W.A. of 60% before they can reapply for admission to the Certificate in Sustainability program. Students who do not take courses during their first *Required to Discontinue* year will, on application to Admissions, be accepted for readmission to the School of Environment and Sustainability. The faculty action *Required to Discontinue* is permanently recorded on the transcript.~~

Appeals

Appeals of evaluation, grading, and academic standing are governed by university-wide council regulations.

Students have the right to appeal faculty actions. However, appeals will only be accepted if extenuating circumstances can be shown to account for poor academic performance. Corroborating documentation, such as a letter from a doctor, is required. The appeal, addressed to the Certificate Advisor, must be made *in writing within 30 days of the date of notification*.

Students Required to Discontinue More Than Once

When a student has been *Required to Discontinue* studies in the School of Environment and Sustainability or in any other college or university more than once, any subsequent application for readmission must be accompanied by:

- Explanation of past performance; and potential to succeed;
- Documentation verifying any extenuating circumstances; and
- A letter of intent concerning the applicant's future academic plans.

The applicant is encouraged to contact the Certificate Advisor.

Graduation

Students must apply to graduate in order to be awarded their certificate.

Graduation Check

Once students finalize their registration for their final year, they should request a Graduation Check to ensure all graduation requirements will be completed. To request a Graduation Check please email sustainability.certificate@usask.ca and provide your name and student number. Deadlines to submit graduation checks are June 15 (for Fall Convocation) and February 15 (for Spring Convocation).

Application for Graduation

Students must apply to graduate in order to be awarded their certificate. The Application to Graduate must be submitted by **August 31** for Fall Convocation or by **March 31** for Spring Convocation. A student who fails to graduate must subsequently submit another application.

Completion of Certificate Requirements

~~To qualify for graduation, students must complete the required courses for the certificate as well as the elective requirements for their chosen focus area. The required Cumulative Weighted Average (C.W.A.) must be achieved.~~

~~Required Cumulative Weighted Average (C.W.A.)~~

~~All University of Saskatchewan courses attempted which credit toward the School of Environment and Sustainability certificate are used in the calculation of the Overall C.W.A. and the Subject C.W.A. Failures are included if the course has not been retaken as described under Repeating Courses. Students may not use a grade from another university to replace a University of Saskatchewan grade.~~

~~The graduation standard for the Certificate in Sustainability is 62.5%~~

~~Date of Commencement of a Program~~

~~Students have the option to comply with the certificate requirements in effect at the time of their first registration in a course which credits toward the certificate or to meet requirements subsequently approved by the School, in effect prior to the date of the student's Convocation.~~

~~Students in programs which require courses no longer taught by the School must consult with the School about how to complete certificate requirements.~~

~~It is expected that students will complete their programs within 10 years of their first registration. Students taking more than 10 years to complete their programs will usually be required to meet current program and graduation requirements.~~

~~Deferred and Supplemental Examinations~~

~~Supplemental and deferred examination procedures and policies are subject to the university-wide regulations on supplemental and deferred examinations outlined in the Academic Courses Policy. For the regular supplemental and deferred examination schedule, students should refer to the Academic Calendar.~~

~~Deferred Examinations~~

~~A student who is absent from a final examination for medical reasons (such as illness) or compassionate reasons (such as the illness of a child or death of a loved one) is responsible for applying to the School General Office for a deferred examination. The application must be initiated within three days of the missed examination and must be accompanied by documentation (letter from a doctor, etc.).~~

~~**Students must not make travel plans or schedule other activities during the period scheduled for examinations. Deferred examinations are not granted for these reasons. The dates of the periods during which final exams are scheduled are listed in the Academic Calendar.**~~

~~A student who becomes ill during a final examination should notify the invigilator immediately of the inability to complete the examination. The student should request a deferred examination. A student who has sat for a final examination and handed the paper in for grading will not be granted a deferred final examination.~~

~~A special deferred examination may also be approved for students who submit satisfactory evidence of inability to be present at the regular deferred sitting.~~

~~A student who is absent from a deferred examination will have the final grade reverted to the original failing percentile submitted by the instructor for the course, unless a special deferred examination has been approved based on the above specified criteria.~~

Supplemental Examinations

~~A supplemental examination is the re-writing of a final examination. Only students in their graduating year in the School of Environment and Sustainability may apply for a supplemental examination provided that:~~

- ~~1.—A final grade of 40%—49% has been obtained in the course.~~
- ~~2.—Students who are otherwise eligible to graduate and who fail one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class.~~
- ~~3.—The student has achieved the minimum average in the major and overall to meet the graduation standards of the College or School.~~

~~Note: Supplemental examinations shall be accorded the same weight as the regular exam in the computation of the student's final grade.~~

~~Note: Regardless of the passing grade achieved, a grade of 50% in the course will be used by the School in calculation of the C.W.A. With the inclusion of the 50% in the average, the student must meet graduation standards.~~

~~Approval for the writing of a supplemental examination will not be considered until:~~

- ~~• an application for graduation has been submitted,~~
- ~~• all final examinations for the certificate have been written,~~
- ~~• all final grades have been submitted.~~

~~Students who have applied to graduate at the Spring Convocation (June), but are writing a supplemental exam, will **not** be able to have their certificate conferred until Fall Convocation (October). Upon successful completion of the supplemental examination students may request a letter confirming their certificate requirements, and must be sure to apply to graduate at the Fall Convocation ceremony.~~

~~Graduation standard: The minimum Cumulative Weighted Average for the Certificate in Sustainability is 62.5%. 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.

Repeating Courses

~~Failures and marks below 60% in courses taken from the University of Saskatchewan will be excluded from the average if the course has been retaken from the University of Saskatchewan according to the following rules:~~

- ~~1.—A failed course can be retaken. The highest mark in this course from the University of Saskatchewan will be used in the average.~~
- ~~2.—A course in which the grade was 50 to 59% can be retaken *once* and only the highest mark will be used in the average. Please note that once a student has passed an upper-level course, no prerequisite course can be taken for a higher mark. For example, BIOL 120.3 and BIOL 121.3 (formerly BIOL 110.6) could not be retaken if the student has already passed BIOL 226.3 (or its equivalent at another university).~~
- ~~3.—A course in which the grade was 50 to 59% may be retaken simultaneously with a course for which it is a prerequisite. For example, if a student passed CHEM 112.3 with a grade between 50 to 59%, the student would be allowed to retake the course in the same term as taking CHEM 115.3 or CHEM 250.3.~~
- ~~4.—The grades received for all attempts of the course will remain on the transcript.~~
- ~~5.—For admission, promotion and graduation purposes, other colleges may follow different rules for calculation of the average. For example, they may use only the first grade received or they may use all grades received in a course.~~
- ~~6.—Grades for courses transferred from other universities are not used for the calculation of averages to determine promotion and graduation eligibility. Transfer marks are used in the average for admission to an Honours program. A student cannot retake for credit or to raise the average a course for which transfer credit has been received. A failed transfer course may be retaken at the University of Saskatchewan.~~

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, chair, Academic Programs Committee

DATE OF MEETING: October 19, 2017

SUBJECT: **Changes to Admissions Templates – Visiting Research Students**

DECISION REQUESTED:

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.

PURPOSE:

Admissions templates for mobility categories have been developed to ensure standard admissions requirements are outlined for students who come to the University of Saskatchewan for the purposes of short-term study, and who are not currently enrolled in a degree program at our university.

CONTEXT AND BACKGROUND:

In June 2016, Council approved admissions templates for student mobility categories for visiting students, inbound exchange students, and visiting research students.

The Visiting Research Student Category (VRS) was established in 2015 at the University of Saskatchewan (U of S) in response to changes to Immigration, Refugees & Citizenship Canada (IRCC) regulations. Students previously invited to Canadian universities as Visiting Scholars were no longer able to access that route and the notion of Visiting Scholar was discontinued. Alternative pathways that clearly distinguished between students, visiting faculty, and employees were established by universities.

When initially approved by Council in June 2016, the maximum allowable study time frame was six months in a twelve-month period. The College of Graduate and Postdoctoral Studies (CGPS) proposes to extend the maximum allowable study time to 12 months in an 18-month period for reasons articulated in the attached document.

IMPLICATIONS:

Extending the maximum allowable study time will facilitate the recruitment of student who hold scholarships with the China Scholarship Council and will support international

collaboration. The length of time within the maximum guidelines outlined in the admissions template still remain the control of the U of S, through the faculty supervisor.

CONSULTATION:

The extension to the maximum length of allowable study time for the VRS category was discussed and the Executive Committee of the College of Graduate and Postdoctoral Studies on January 17, 2017 and at Graduate Faculty Council on May 9, 2017. The Academic Programs Committee reviewed the request at its October 4, 2017 meeting and is recommending that Council approve the change.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its October 2017 meeting.

ATTACHMENTS:

1. Admission Template – Visiting Research Students
2. Proposal for Change to Maximum Length of Allowable Study Time

Visiting Research Student Category Change to Maximum Length of Allowable Study Time

Submitted by: Trever Crowe, Acting Dean, College of Graduate and Postdoctoral Studies
and Alison Pickrell, Assistant Vice-Provost, Strategic Enrolment Management

Recommendation: *To increase the Visiting Research Student category maximum allowable study time frame for both undergraduate and graduate students from 6 months per twelve-month period to 12 months per eighteen-month period, beginning January 1, 2018.*

Rationale for the Recommendation

The Visiting Research Student Category (VRS) was established in 2015 at the University of Saskatchewan (U of S) in response to changes to Immigration, Refugees & Citizenship Canada (IRCC) regulations. Students previously invited to Canadian universities as Visiting Scholars were no longer able to access that route and the notion of Visiting Scholar was discontinued. Alternative pathways that clearly distinguished between students, visiting faculty, and employees were established by universities.

Approximately 300 students have applied for admission within the VRS category since its inception, and 235 students have been registered at the U of S. Approximately 1/3 of registered VRS are undergraduate students, while the remaining are graduate students. The average length of study under this category for undergraduate students has been slightly less than 3 months, and on average, graduate students stay 3.5 months. Approximately 1/2 of the students have come with some type of external funding support. Key components of the VRS category are:

- Students have a U of S faculty supervisor, and they are admitted on the basis of a research plan that has been approved by the faculty supervisor, the department, and the College of Graduate and Postdoctoral Studies (CGPS).
- The student may not pursue any credit coursework at the U of S while in this category, and may only undertake supervised research. VRS who wish to take coursework must meet admission requirements, and are moved to a different admission category.
- As students are not required to submit transcripts or proof of English proficiency, the faculty supervisor assumes the due diligence to ensure the student is academically qualified and able to function adequately and safely in English.

An extension to the study time for VRS students is being recommended. The discussion initially began at the Equity and International Committee of the College of Graduate and Postdoctoral Studies in the context of doctoral students. Their recommendation to extend the study time for doctoral VRS from 6 to either 12 or 18 months was subsequently discussed in a broader context at the Executive Committee of CGPS (January 17, 2017) and Graduate Faculty Council (May 09, 2017). There is support for moving forward to Academic Programs Committee with an extension of allowed study time to a maximum of 12 months per eighteen-month period under this category for all graduate (PhD and Masters) and undergraduate students.

The rationale for this change is:

- It is difficult for doctoral students in some departments to make sufficient progress in research in less than 6 months
- This admission category could facilitate the recruitment of students who hold a scholarship from the China Scholarship Council (CSC). Specifically, students holding a CSC Visiting Doctoral

Student scholarship must be here for greater than 6 months and less than 2 years. It is beneficial for the U of S to host fully funded CSC students for numerous reasons.

- Faculty members see value in the VRS category as it supports international collaboration.
- The existing Visiting Student and Joint Student categories have been administratively restrictive for faculty, particularly the language proficiency requirement. This admission category supports mutually beneficial relationships, *for students pursuing research only*, and helps to increase the international profile of the university.
- It is hoped that undergraduate students who conduct research at the University of Saskatchewan (U of S) under this category may consider the U of S for their graduate studies
- Other U15 universities are providing similar categories that have study lengths of one year
- Length of study time (within the maximum guidelines) still remains in the control of the department and college through the approval of the U of S faculty supervisor.
- Given the average length of stay is under 3 months for undergraduate students and approximately 3.5 for graduate students, it is not anticipated at this point that there will be large numbers of situations where a 12-month study time is being accessed; however, the proposed change does provide the flexibility required to attract high-quality students with specific sources of funding that have time restrictions (such as CSC scholars).

Future Consideration

The VRS does not pay an application fee, s/he is not assessed tuition and s/he is charged only the minimal off-campus student fees. This decision was made in 2015 to facilitate a smoother transition from the Visiting Scholar category to the new VRS category. Now that an extension to study time is being recommended, the Institutional Planning and Assessment Office was consulted about potential financial implications for the institution. Other universities have recognized the administrative oversight and support needs of VRS and have implemented administrative fees. The recommendation is that we proceed with the recommended change, but over the next academic year we do a more in-depth analysis of fees charged to students in this category. Any recommended changes to fees for this category will be vetted by appropriate approval channels.

Visiting Research Student Category Statistics

Use of Category

Approximately 300 students have applied for admission in this category since its inception, and 235 students have been registered at the U of S. Approximately 1/3 of registered VRS are undergraduate students and 2/3 are graduate students.

# of Applicants	2015-2016	2016-2017	2017-2018*	Overall
UG	18	31	41	90
GS	55	100	55	210
Total	73	131	96	300

# of Cancellations	2015-2016	2016-2017	2017-2018*	Overall
UG	0	4	1	5
GS	2	11	0	13
Total	2	15	1	18

# of Arrivals	2015-2016	2016-2017	2017-2018*	Overall
UG	18	27	34	79
GS	53	89	14	156
Total	71	116	48	235

*The 2017-18 Academic Year is currently in progress. Additional VRS are expected to arrive before the end of 2017-18.

VRS Average Stay Duration in Months

VRS may stay up to a maximum of 6 months in a one-year period. The average stay duration for undergraduate students is 2.77 months, and the average stay for graduate students is slightly higher at 3.5 months.

	UG	GS
2015-2016	3.22	4.06
2016-2017	2.80	3.58
2017-2018*	2.29	3.09

*The 2017-18 Academic Year is currently in progress. Additional VRS are expected to arrive before the end of 2017-18.

VRS Students with Funding

While we do not have funding details for all students we know that approximately ½ of the students come with external funding

	UG	GS	Total
Internal	22	21	43
External	39	97	136
None	11	33	44

VRS Category Usage by College

The VRS category is primarily used by the following colleges/schools.

	UG	GS	Total
Engineering	31	59	90
Arts & Science	29	53	82
Agriculture and Bioresources	11	38	49
WCVM	7	18	25
SENS	5	5	10
Education	2	7	9
JSGS	2	4	6
Health Sciences	2	5	7
Medicine	1	2	3

VRS Category Student by Country

VRS students are primarily from the following countries:

Country	Number of Students		
	UG	GS	Total
India	27	15	42
China	10	28	38
Brazil	5	28	33
Germany	9	13	22
Mexico	11	10	21
Iran	0	21	21
France	7	6	13
Canada	3	3	6
United States	2	5	7
Spain	0	6	6
Colombia	2	4	6
Australia	2	2	4
Netherlands	2	2	4
Hong Kong	2	2	4
Bangladesh	0	3	3

2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies (CGPS)

Program(s): Visiting Research Student Program

Definition:

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding **twelve months per 18-month period**.

Admission Qualifications:

- Sufficient postsecondary education and English proficiency to engage effectively in undergraduate-level or graduate-level research, as determined by the faculty supervisor.

Selection Criteria:

- Submission of a Visiting Research Student (VRS) application.
- A research plan including research objectives, research activities, and expected learning outcomes.
- Approval of an identified U of S faculty supervisor.
- Review and approval of application, research plan, and supervisor by the College of Graduate and Postdoctoral Studies.

General Information:

- A VRS may pursue supervised research only, and may not enroll in any credit coursework at the University.
- Students will be registered by CGPS in a zero credit unit research course, which denotes that student is engaged in full-time academic research.
- VRS students will not be assessed tuition and will be assessed off-campus student fees providing access to limited U of S student services. Students may elect to enroll in the Health, Dental and U-Pass plans.
- Students will be assigned a CR (Completed Requirement) for satisfactory completion of the research objectives or an F (Fail) for unsatisfactory completion. An official transcript of the visiting research studies may be ordered.
- Students who wish to register in credit coursework, or who wish to stay longer **than 12-months in a 18-month period**, must pursue other admission options such as admission as a non-degree student, a visiting student, or a joint student.
- International visiting research students are encouraged to obtain a study permit although it is not required by IRCC for periods of study six months or less. Where faculty intend to remunerate research activity, the student must obtain a study permit and apply for a SIN on arrival in Canada.

2018-19 Admission Requirements

College: All U of S Colleges and Schools

Program(s): Visiting Student Program

Definition:

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Admission Qualifications:

- Proof of sufficient postsecondary education and English language proficiency to engage effectively in undergraduate-level or graduate-level studies. This proof comes from the home institution, generally in the form of a Letter of Permission, transcripts, or a selection process that is outlined in a current mobility agreement.

Selection Criteria:

- Submission of an application for admission.
- Review and approval by College (direct-entry delegated to Admissions & Transfer Credit Office).

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Terry Wotherspoon, chair, Academic Programs Committee

DATE OF MEETING: October 19, 2017

SUBJECT: APC endorsement of Architecture Programs (B.Des. in Architecture and the M.Arch.)

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee was asked to review and support the approval of two new academic programs in architecture – a Bachelor of Design (B.Des.) in Architecture and a Master of Architecture (M.Arch.). APC reviewed and discussed the proposals at their September 13 and October 4 meetings.

Committee members were impressed with the vision, scope and academic merits of the proposal, but the committee was unable to recommend that Council approve the academic programs while significant questions of resourcing and physical location are outstanding. It recognizes that in order to proceed with the work required to resolve some of the resource questions, concrete support is needed for the academic programs. Therefore, at its October 4, 2017 meeting, APC unanimously passed the following motion:

That the academic programs committee supports in principle the Bachelor of Design (B.Des.) in Architecture and the Master of Architecture (M.Arch.) programs, but will need to see the proposals for the academic programs again once the question of resourcing has been answered in order to recommend that Council approve them.

DISCUSSION SUMMARY:

Program Justification

The rationale and objectives of the program are clearly stated in the proposal. The programs will constitute a professional program in architecture as defined by the Canadian Architectural Certification Board (CACB). Saskatchewan is currently the only

province in Canada west of the Maritimes that does not have a School of Architecture, and the province has fewer resident architects per capita than nearly every other province in the country.

Nature of the Program

The proposed two degree model allows the program to target a broad and diverse range of students. This two degree model is common in Canada. While the M.Arch is required for licensure as an architect, some students choose to complete only the undergraduate degree in preparation for a number of alternative career possibilities.

The undergraduate and graduate programs would provide innovative teaching in the field of design, a new field for the U of S. The B.Des. in Architecture will introduce the fundamental skills and concepts needed for building design, while the M.Arch. will reinforce these skills and bring students to a level of knowledge and competence required for a professional Architect.

The proposed architecture programs would be housed in the yet-to-be-approved School of Architecture and Visual Design, which would be a department in the College of Arts and Science and would incorporate the current department of Art and Art History. This art-based approach to architecture, although relatively common in Europe, would be unique in Canada and would be a distinct competitive advantage for the U of S's architecture programs. The program would also partner with other existing units and programs on campus, including Engineering and Regional and Urban Planning, to ensure that students have an appropriate depth and breadth of knowledge and experience.

The proposal for the B.Des. in Architecture and the M.Arch., which is attached, provides extensive detail about the academic programs being proposed.

Discussion at APC

The committee is highly supportive of the programs as presented and finds they have academic merit. The curriculum is well-developed and was thoroughly outlined and presented in the proposal. The committee, additionally, is excited about the interdisciplinary aspirations of these degree programs, given the strong links between architecture and the fine arts as well as with disciplines like engineering.

Committee members had extensive discussions about various aspects of the proposal, including several issues that have been clarified in the proposal or taken into consideration by the proponents. Concerns were raised about resourcing for the proposed programs, particularly given the financial situation the U of S finds itself in currently. Though the committee recognizes that the ongoing operating costs outlined in the proposal are relatively modest given the size and intensity of the program (just over \$3,000,000 per year to operate both the B.Des. and M.Arch. program), there are significant start-up costs associated with the programs, including hiring 11 new faculty members, building or retrofitting an appropriate space, and acquiring the needed equipment and technical support. There were additional concerns about the potential off-campus location for the School of Architecture and Visual Design, which would house the academic programs, particularly with respect to how the interdisciplinary aspirations of the programs would be realized with an off-campus location and how it would impact student experience, engagement and access to Uof S services.

The committee supports the efforts to include Indigenous knowledge and local design principles in the academic programs, particularly in the B.Des. in Architecture, though the committee would like to see more consideration given to how Indigenous design would be covered in the M.Arch program.

APC looks forward to reviewing the proposals for the B.Des. in Architecture and the M.Arch programs once the questions of resourcing and location are resolved in order to reach a stage in which it is able to recommend that Council approve them.

ATTACHMENTS:

1. Proposal for Academic or Curricular Change: Bachelor of Design (B.Des.) in Architecture and the Master of Architecture (M.Arch.)
 - Appendices for proposal for a Professional Program in Architecture at the University of Saskatchewan



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic
or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Architecture

Degree(s): Bachelor of Design (B.Des.) - Architecture
Master of Architecture (M.Arch.)

Field(s) of Specialization: Architecture

Level(s) of Concentration (undergraduate): Four-year

Degree College: Arts and Science
College of Graduate and Postdoctoral Studies

Department: Art and Art History

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

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Colin Ripley

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Proposed date of implementation: B.Des. – September 2019
M.Arch. – September 2023

Proposal Document

Introduction: A professional Program in Architecture

Our vision is of a Saskatchewan with a thriving culture of architecture and design, in which the quality of place is an important value, and in which individuals and communities are empowered to create great places in which to live, work and play.

Equally, we see a University of Saskatchewan in which the power of design and design thinking is available to students and researchers in all disciplines; to further, strengthen or supplement their research, to enhance their ability to find solutions to tomorrow's problems, and to make their education even more relevant to today's world.

This proposed new programs, Bachelor of Design (Architecture) and Master of Architecture, being put forward concurrently, constitute a *professional program in Architecture* as defined by the Canadian Architectural Certification Board (CACB). Saskatchewan is the only province in Canada west of the Maritimes that does not currently have a School of Architecture. Not coincidentally, Saskatchewan has far fewer resident architects per capita than any other province, with the exception of Newfoundland and Labrador. In addition, Saskatchewan is the only province in Canada in which more architects living outside the province are licenced to practice than those based within the province. Non-resident architects outnumber resident architects - and they do so by a factor of approximately 3.5:1 (and growing rapidly). The direct economic effects of the shortage of architects in the province are clear, with architectural fees (in addition to sub-consultant fees, income taxes, and so on) consistently flowing out of Saskatchewan.

In addition to helping to resolve this financial issue, there are a number of indirect benefits to the Province and the University of founding a school of architecture. To the Province, a School of Architecture would provide new career and personal development opportunities to its young people. It would also assist the development of communities in the Province, including First Nations and Métis communities by fostering interest in and knowledge about design and the quality of place. Further, it would help economically in assisting in the development and growth of a design industry in Saskatchewan. And perhaps most importantly, it would allow the Province to be designed and built by Saskatchewanians.

For the University, a School of Architecture would provide innovative teaching in a field that is currently almost absent (design), at a time when that field is becoming more and more prominent in society as a whole. Such teaching could also be of value to the University as a whole, and not just to the professional programs in the School, offering expertise in design education to diverse Colleges and disciplines. The School would also contribute significantly to the discovery mandate of the University, especially those aspects of discovery that relate to the University's focus on a Sense of Place. And by building and maintaining a significant range of outreach activities, the School will help to bring the University and the community together.

As described in detail in the Notice of Intent document (NOI, SAVA-5-SAVA-6), appended to this application, the proposed programs will be a strong contributor to the University in achieving its strategic objectives as described in the Third Integrated Plan as well as being supportive of the priorities and aspirations outlined in the Foundational Documents. The professional program is constructed around the

values of: a sense of place; the value of collaboration and of community; the importance of making; an entrepreneurial spirit; and a meaningful engagement with Indigenous Ways of Knowing.

The two degree programs proposed at this time will operate in a layered model: while the B.Des. introduces most concepts and focuses on fundamental skill development needed for the design of buildings, the M.Arch. reinforces these skills to bring them to a level of professional competence, deepening conceptual knowledge, developing research skills, and moving beyond building design to a consideration of the skills and knowledge needed as a professional Architect. In Canada, the majority of professional programs in architecture follow this two-degree model. Although the M.Arch. degree is required for Architectural licensure, some students choose to complete only the undergraduate portion, in preparation for a number of career possibilities other than licensed architect (described below).

The adoption of the proposed two-degree model, and within that a “2+2” model for the B.Des. portion¹, allows the program to target a broad and diverse range of student demographics: students coming directly from High School; students transferring from another program at the University of Saskatchewan or elsewhere; students with a certificate from a College program (an articulation agreement is being developed with Saskatchewan Polytechnic); students with university degrees in fields other than architecture; and students with undergraduate degrees in architecture from other institutions in Canada or abroad. The program has been designed to be friendly to mature applicants or those who are returning to university studies after a break. The program has also been designed with a clear focus on community development and a foregrounding of Indigenous Knowledge in the undergraduate degree, which we believe will be attractive to Aboriginal students and supportive of First Nations and Métis community development in the Province. Meanwhile, the graduate program has been designed to be attractive to both local and international students, with its focus areas in sustainable extreme climate design, community development and advanced construction technologies.

As stated above, this will be the only professional program in Architecture in Saskatchewan, and the only program at the undergraduate level west of Winnipeg². Of the eleven existing programs in Canada, the most similar are those at Dalhousie University and the University of Manitoba. The University of Saskatchewan program is distinguished by its foregrounding of Indigenous Knowledge, its focus on community, and its strong relationship to technology and to the Architectural profession. The program will be one of five co-op programs in Canada and will be differentiated from the programs in Ontario and Quebec (7 in total) by its ability to admit students as transfers from other disciplines into the middle of the undergraduate degree³. For a thorough discussion of Architectural education in Canada, please refer to the Notice of Intent (*Appendix B: Notice of Intent for a School of Architecture at the University of Saskatchewan*).

¹ A 2+2 model refers to two years of general education, primarily in the Arts and Sciences, followed by two years of professional education in Architecture. Within Canada, this model is also followed by the Architecture programs at Dalhousie University and the University of Manitoba.

² The University of British Columbia and the University of Calgary both have three-year stand-alone Master of Architecture programs.

³ The University of Waterloo, Carleton University, Ryerson University, McGill University, Université de Montréal and Université Laval programs all admit students directly into architecture studio from High School or CEGEP.

Program administration

Both programs (B.Des. and M.Arch.) will be situated within the Department of Art and Art History. A concurrent proposal is being developed to reorganize that Department as the School of Architecture and Visual Art.

Admissions requirements and process

The Bachelor of Design (B.Des.) Degree

The B.Des. program has been constructed to allow a number of different admission streams, as outlined below.

Admission from High School

Students entering from High School will be admitted to the College of Arts & Science, using the standard admission requirements.

Students will apply to the program after completion of a minimum of 60 credit units. Students will be selected based on responses on an application form, C.W.A., and a portfolio of the student's creative work, and possibly an interview.

Students may be conditionally accepted to the program earlier in their studies, based on High School/University grades, a portfolio of creative work, on a Declaration of Intent, and possibly an interview. We anticipate that approximately 10 spaces will be held for students in their first year, and another 15 for students in their second year. Such students will be required to maintain an appropriate C.W.A. prior to final admission. This process will help recruitment to the U of S program to be competitive with other Canadian programs which admit students directly from High School.

Applicants with the Diploma in Architectural Technologies (Building Science) from Saskatchewan Polytechnic

The program will seek to establish an articulation agreement with Saskatchewan Polytechnic to allow holders of the Diploma in Architectural Technologies (Building Science) to complete the Bachelor of Design degree in two years.

Master of Architecture

The proposed M.Arch. program has also been designed with multiple admission streams in order to allow a diverse groups of students and to reach as many potential applicants as possible.

Applicants with an undergraduate degree in architecture

Applicants with a previous undergraduate degree in architecture ***that forms part of a professional program in architecture***⁴ will be eligible for admission to the 6-semester M.Arch. (4 academic terms plus 2 co-op work terms). Applicants from programs other than the University of Saskatchewan B.Des. may be required to complete additional undergraduate coursework (maximum 9 credits) in order to ensure accreditation requirements are met.

Requirements:

- University of Saskatchewan Bachelor of Design in Architecture, or the equivalent from a Canadian or foreign institution. The degree name may vary from institution to institution. Examples of appropriate degrees include but are not limited to:
 - Bachelor of Architecture
 - Bachelor of Architectural Studies
 - Bachelor of Architectural Science
 - Bachelor of Design in Architecture
 - Bachelor of Environmental Design in Architecture
 - Bachelor of Science in Architecture
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of full-time study (e.g. 60 credit units U of S equivalent).
- Demonstrated ability for independent thought, advanced study, and research in architecture as demonstrated by submission of a portfolio of academic and professional work.
- Proof of English language proficiency may be required for international applicants whose previous education was in a language other than English.

Applicants with an undergraduate degree in a discipline other than architecture

Applicants with a degree in another discipline will be considered as applicants to the B.Des. program and will be undergraduate students. Applicants with a degree in another discipline will normally receive sufficient transfer credits to complete the B.Des. program in two years.

Program Objectives

The Notice of Intent describes the objectives for the Architecture Program (B.Des. + M.Arch.) as a whole.

Bachelor of Design

Within this structure, the primary objectives of the B.Des. program are to prepare students for professional studies in Architecture at the graduate level, while ensuring that students who elect not to continue in graduate studies have a range of skills and knowledge that will be sufficient preparation for a

⁴ Included in this category from within Canada are the Bachelor of Environmental Design degree from the University of Manitoba; the Bachelor of Architectural Studies degrees from Laurentian University, the University of Waterloo, and Carleton University; the Bachelor of Architectural Science degree from Ryerson University; the Bachelor of Science in Architecture degrees from McGill University, the Université de Montreal, and Université Laval; and the Bachelor of Environmental Design Studies at Dalhousie University. There are many equivalent programs outside of Canada.

number of roles in industry (described below). In order to accomplish these objectives, a number of program objectives have been identified.

- To develop a broad understanding of the discipline of architecture, including its history, its theoretical literature, and its modes of practice.
- To develop an understanding of Indigenous knowledge and world-views in relation to the study of place and environment.
- To develop an intermediate level of skill in design, and particularly in the design of buildings, as well as an understanding of what constitutes an intentional design process.
- To develop an understanding of the technical and process-related aspects of building design and construction.
- To develop a broad expertise in the tools of design, both analog (traditional) and digital.
- To develop skills in written and oral communication as related to the discipline of architecture, as well as critical thinking and analysis.
- To understand the role of community development in relation to architecture and the role of the architect as advocate for diverse communities, and to develop skills needed to further this collaboration and advocacy.

Master of Architecture

The primary objectives of the Master of Architecture program are to prepare students who are already skilled designers of buildings for architectural internship, and for the role of professional architect in the Saskatchewan and Canadian contexts, while supporting the needs of the profession and the Province through relevant research in architecture. In order to accomplish these goals, the following program objectives have been identified.

- To develop an understanding of research practices in architecture.
- To conduct design-based research in specific areas of need in Saskatchewan, as determined by the program; initially, in sustainable design for extreme climates; community-centred design; and intelligent building design.
- To further develop design skills and skills with design tools to a high level, particularly in the design of buildings.
- To develop a clear understanding of the role of the architect in terms of leadership, citizenry and advocacy.
- To develop the skills needed to manage architectural projects and to develop an architectural practice; to develop entrepreneurial and business skills for a rapidly changing future.

Uniqueness within Canada and within the University of Saskatchewan

The program will be the only professional program in Architecture in Canada west of Winnipeg to include an undergraduate component and the only program west of Ontario to offer a co-operative education component. It will be one of two programs in Canada to offer a significant integration of Indigenous knowledge. As a result, the program is likely to be of significant interest to incoming first-time University students from Alberta and British Columbia as well as Saskatchewan. Within the University, the B.Des. will be the first program in Design (not including Engineering programs), filling a significant gap in the University's offerings.

Other significant unique features are addressed below and in the Notice of Intent. For more information about Architectural education in Canada, please see the Notice of Intent.

Collaborative curricular responsibility

The collaborative spirit that has underpinned the design of the program is proposed to extend into curricular management, with content-area experts from a number of disciplines sharing in the responsibility for maintaining – and in some instances delivering – the curriculum. These relationships are described in the Notice of Intent and will continue to develop as the program matures. To date, we have had positive responses in principle for curricular collaboration based on cross-appointments from the College of Engineering and the School for Environment and Sustainability.

Studio

The B.Des. program includes four semesters of architectural design studio, with two more in the M.Arch. Following standards for Schools of Architecture in Canada and requirements established by the CACB, these courses are proposed to offer twelve hours of instruction per week, with a maximum ratio of fifteen students per instructor. The studio is typically staffed 50% by tenure or tenure-track faculty, and 50% by sessional instructors. The studios will be weighted at 6 credits per semester.

Summer Semester

The B.Des. program includes a required summer semester, in order to facilitate the Co-op program (see below) as well as to enable a design-build studio which will include work outdoors.

Focus on Practice and community

In comparison with other professional programs in Architecture in Canada, the B.Des. program has a clear focus on community development and on developing the skills and knowledge needed by an architect in order to work with various communities.

Indigenization

Connected with the focus on community, the program takes a strong focus on Indigenous Ways of Knowing and how they can allow us to understand architecture and community issues. The program will be a leader in Canada in this area and a leader on campus in bringing Indigeneity into the front of mind and practice.

Co-op (B.Des. and M.Arch.)

The B.Des. program will include one required semester of co-operative education. This is in preparation for the two additional semesters required within the Master of Architecture program, which will allow that program (and hence the professional program in architecture) to meet the requirements of the Canadian Association for Co-operative Education (CAFCE). It will be the first CAFCE-certified program at the University of Saskatchewan.

Focus on design for extreme climates, community-centred design, and advanced manufacturing technologies in design and construction (M.Arch.)

The Master of Architecture degree is designed to study in depth several areas of particular concern to the Province of Saskatchewan. While these may change as conditions change, the three areas listed above have been identified as primary areas of study. This work will be mainly conducted through the studio.

For more information on the unique characteristics of the program, please see the Notice of Intent.

Anticipated demand and enrolment assumptions

We propose an enrolment target of 45 students per annum in the Bachelor of Design program, of which roughly 15 students will have previous degrees and hence, effectively, enter directly into the third year of the program. We expect to meet that target in the first year (2018). We also propose an enrolment target of 45 students per year into the Master of Architecture program. Context and background for these proposals are provided below.

Demand has been anticipated based on a demographic market analysis and appears to be sufficient for the enrolment targets for both programs. The assumptions made in developing this model are as follows.

1. Accreditation Ratios: the CACB requires a maximum ratio of students to faculty *in the design studio* of 15:1. Operationally, this ratio is understood as an average across all studios in the professional program. As a result programs are developed on a model that assumes multiples of 15 in an average class.
2. Cohort size: experience shows that a class size of four sections (60) is ideal in allowing a balance of “critical mass” and “manageability”. Schools in Canada vary in size from two sections (M.Arch., Ryerson) to eight sections (B.Arch.Sci., Ryerson) with most programs at either three, four or five sections (45, 60 or 75 students per cohort).
3. Undergraduate and Graduate ratios: Most schools have approximately equally sized undergraduate and graduate classes. The main exception is Ryerson, noted above; in the Ryerson case the M.Arch. was intentionally designed as a small program in a recognition of the traditional multiple career paths of Ryerson B.Arch.Sci. graduates within the design and construction fields. As a result, the Ryerson program has no entry pathway for students transferring from other disciplines, for example.
4. Demographics: Saskatchewan produces roughly 12,000 high school graduates in a given year. The Ontario experience (150,000 high school graduates; roughly 1700 architecture applications) suggests that those 12,000 Saskatchewan graduates should result in approximately 135 applications to the B.Des. program annually. However, we note that the University of Manitoba reports 380 applications in the most recent year of reporting, with high school graduation numbers nearly equal to Saskatchewan. This is evidence that students do not necessarily stay within their province. In Western Canada (west of Ontario), there were a total of approximately 100,000 high school graduates, with a potential pool of architecture applicants, using the numbers above, of approximately 1135 per annum, and (currently) only one undergraduate program in architecture (Manitoba).

In developing enrolment targets, we have used the conservative position of assuming that all Saskatchewan applications will come to U of S, and no applicants from other provinces – that is, we have been using a number of 135 applications per annum. In our opinion, this number is highly conservative. Matriculation rates across the country vary from 1 in 3 to 1 in 6; we are assuming a rate of 1 in 4 in our modelling.

In addition, there will be a handful of students who transfer from other disciplines at U of S into architecture in Year Three of their studies. We are assuming for the purposes of our model six such students per year. Finally, there is expectation of a number of students entering from the Architectural Technology program at Saskatchewan Polytechnic; again, we are assuming six

such students per year.

Graduate numbers are more difficult to determine as students come from many different places. We can note for example that UBC reports 380 applicants for 48 spots annually among applicants with first degrees outside of architecture. We are carrying the again conservative number of 95 applicants (based on the population ratio of BC to Saskatchewan) and a matriculation rate of 1 in 4.

For students entering the M.Arch. directly, we anticipate a small number of applications – perhaps 40 per year – with again a matriculation rate of 1 in 4. Most of these applicants, at least in the early years, will be from outside of Canada.

We recognize that these demographic analyses have wide areas of uncertainty and expect that the enrolment targets will be refined over a number of years of operation. In producing our model we have therefore tried to be consistently conservative.

5. Attrition: we have made a number of educated guesses as to attrition rates, based on experience at other institutions. As the program has a number of unique characteristics, however, a large degree of uncertainty will remain.

After year one (first experience with university) we anticipate an attrition of 10%. After year two, before the start of the specifically architecture courses, we anticipate an attrition of 5%.

After year three, in which students first have design studio, we anticipate a further 10% attrition among students who realize this is the wrong field for them. Among students transferring from Saskatchewan Polytechnic we have carried a 5% attrition at this stage.

Among students admitted into architecture in year one, we are carrying a 20% attrition between the B.Des. and M.Arch.; some students will decide to enter the workforce while others will pursue graduate education elsewhere. Among students who enter in year three (transferring from other degrees) we anticipate a smaller attrition of 5%.

Experience shows that attrition at other points in a program in architecture is very low.

These numbers are summarized in the chart below.

	B.Des. 1	B.Des. 2	B.Des. 3	B.Des. 4	M.Arch. 1	M.Arch. 2
Entering from High School	33.75	30.4	28.9	26.0	20.8	19.8
Transferring from other U of S programs			6	5.4	5.1	4.8
Transferring from SaskPoly			6	5.7	5.4	5.1
Transferring from other degrees			23.75	21.4	20.3	19.3
Direct M.Arch. Entrants					10	9.5
Total Matriculants as per model	33.75	30.4	64.65	58.5	61.6	58.5

6. Conclusions: although the (already conservative) model suggests that a four-section program might be achievable, the Working Group and Steering Committee agree that a three-section program is more appropriate, at least during the early phases of the program development and while assumptions are being tested.

Job Opportunities

The Notice of Intent discusses employment opportunities for graduates of the professional program in Architecture. Graduates of the B.Des. who choose not to go on to the M.Arch. degree will also have significantly enhanced career opportunities. These include:

- Designer or technologist within an architectural office.
- Project manager in development or construction firms.
- Administrative and management positions in development or construction firms.
- Independent designer of small building projects.
- Designer in related fields (interior design, furniture design, industrial design, game design, etc.).
- Administrative careers in municipal, regional or provincial governments (for example, building officials, plans examiners, project planners, project managers, heritage professionals).
- Administrative careers in private companies and public institutions (Education, health care, etc.) related to building planning, building design and space management.
- Community housing advocate.
- Further education in related design fields (Interior Design, Landscape Architecture, etc.).
- Graduates of the B.Des. degree will also be eligible to complete their M.Arch. degree at other institutions in Canada and abroad.

Relationship of program to research

The Notice of Intent discusses the typical forms of discovery activities undertaken by faculty in Architecture, and it is the expectation that new faculty will engage in a rich and diverse set of such activities. While it is too early to discuss specifics (as faculty have not been hired), new faculty who are active researchers in the main themes of the B.Des. – community engagement, Indigenous knowledge, design|build, and design methods – will be sought out.

The Master of Architecture has a more direct connection to research. We have organized the program around a Design|Research thesis, and expect students to undertake their thesis in an area of particular concern to the program and the Province.

Curriculum Design

Process and consultation

The curriculum has been designed through a process that involved a number of consultations with a broad collection of individuals from the U of S and elsewhere that constituted our Architecture Program Working Group. Oversight Committee and Working Group members are listed below. To date we have held three sessions with the Working Group, and many meetings of the Oversight Committee.

Oversight Committee Membership 2016

Andrew Wallace	U of S Facilities; Committee Chair, U of S
Paul Blaser	Saskatchewan Association of Architects; Committee Chair, SAA
Colin Tennent	U of S Facilities
Susan Shantz	Department of Art and Art History
Bruce Sparling	College of Engineering

Ryan Walker	Regional and Urban Planning
Dave Edwards	Saskatchewan Association of Architects
Bob Burnyeat	Saskatchewan Association of Architects
Alexis Dahl	Programs Office, College of Arts and Science
Colin Ripley	RVTR, Project Director; Ryerson University

Working Group Membership 2016

Jon Bath	Department of Art and Art History
Don Bergstrom	Interim Dean, College of Engineering
Peta Bonham-Smith	Acting Dean, College of Arts and Science
Trever Crowe	Associate Dean, College of Graduate Studies and Research
Candice Dahl	University Library
Kevin Flynn	Chair, Academic Programs Committee of Council
John Graham	Department of Art and Art History
Randy Grauer	General Manager of Community Services, City of Saskatoon
Jill Gunn	Chair, Regional and Urban Planning
Rob Innes	Indigenous Studies
Paul Jones	School of Environment and Sustainability
Chris Kailing	Regina Advocates for Design
Paul Koopman	Koopman Architects
Ann March	March Schaffel Architects Ltd.
Charles Olfert	AODBT Architecture + Interior Design
Maureen Reed	Assistant Director, SENS
Laird Ritchie	Ledcor Inc.
Robyn Robertson	Etta Design Office
Jim Siemens	Oxbow Architects
Toddi Steelman	Director, SENS
Brian Storey	Community Member
Rod Stutt	Program Head, Architectural Technologies, SaskPoly
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
Stephanie Yong	Director, the Wilson Catalyst Centre
Victoria Yong-Hing	OPEN Projects
Jamie Youck	P3Architecture Partnership

Session 1: Over two days, we formulated the overall objectives and structure for the Professional Program and defined first draft Learning Objectives. This session also looked into forms of discovery and outreach appropriate to the program. Following the session, the proposals were tested in the form of the NOI, and degree-specific objectives and sub-objectives were drafted. For further information, please see *Appendix B, Notice of Intent*.

Session 2: Over another two days, we refined the Learning Objectives, mapped the objectives (and sub-objectives) semester by semester over a four-year timeline, and then proposed groupings of courses that resolved the proposed mappings. Sample working documents are available in *Appendix C: Working Group Documents*. Following this meeting, the proposed courses were re-organized into a program (B.Des. and M.Arch.) that fits the model proposed in the NOI. The resulting course list was reviewed by the Architecture Program Steering Committee and several external educators for content consistency, and by the College of Arts and Science (Alexis Dahl) and the College of Graduate Studies and Research (Trevor Crowe) for conformance with College policies. Initial course outlines (calendar descriptions, weekly schedule and readings) were developed.

Session 3: Again over two days, the Working Group reviewed the overall curriculum structure as well as individual initial course outlines. Subsequently, curricular modifications have been made and course outlines completed. Several external educators have provided assistance in particular content areas of the curriculum. For the resulting program flow in graphic format, please see *Appendix D: Program Flow Diagram*.

Following the third consultation session, we had discussions with the College of Engineering, with SENS, and with Regional and Urban Planning regarding particular portions of the proposal. Course and program development have been informed by input from a number of content-area experts within architectural education in order to clarify particular aspects of the programs:

Terri Meyer Boake	University of Waterloo	Architectural Technology
Jake Chakasim	Laurentian University	Indigenous Architecture
Scott Sörli	University of Toronto Ryerson University University of Waterloo	Design Studio Sequence
Vincent Hui	Ryerson University	Digital Technologies Co-op Programs

Following this series of consultations we developed initial course outlines for all proposed program courses (see *Appendix H: Initial Course Outlines*).

Objectives and Sub-objectives

The Notice of Intent defines a series of seven Student Learning Objectives for the Professional program in Architecture. Through the consultative process, Learning Objectives were refined and objectives specific to the B.Des. program were developed. Given the layered two-degree model, the seven Learning Objectives for the B.Des. are related to those for the professional program, but set out specific expectations for the first degree.

By the end the Bachelor of Design (Architecture) Degree, students will:

- Make basic use of the tools and techniques typical of contemporary design and a defined design process in order to design buildings of a moderate level of programmatic and technical complexity and other architectural projects. The graduate will be able to produce representations of the proposed design that will illustrate the conceptual ideas, spatial and programmatic relationships, and general technical and material considerations. (Design)
- Understand the relationship between design and its broader cultural context, including Indigenous cultures. Analyze buildings, communities and other design projects formally and in their social, environmental and political contexts. Communicate this analysis through writing, speaking and graphic media. Understand in broad strokes the development of Architectural history and theory. (Culture)
- Understand the basic principles underlying building systems and components, including structural, environmental and material systems, as well as the impact of those systems on the overall building design. (Technology)
- Understand the organization of the construction industry in Canada, its goals and aims, and the role of the Architect within that structure. Be aware of the basic methods used to manage resources (time, people, money, materials) within the industry. (Practice)
- Undertake collaborative projects with colleagues, community partners, institutions and individuals. Understand the principles of team effectiveness and leadership. Recognize the role of the design professions in community and environmental stewardship. (Collaboration)
- Understand the role of the design professions in relation to the important issues facing the province of Saskatchewan in its global context. Understand Indigenous knowledge as it applies to architecture and design. Act with reciprocity, reconciliation, honour and strive to support a sense of place and well being. (Local and Indigenous Knowledge)

By the end of the Master of Architecture degree, students will:

- Design: employ intentional and well-developed design processes and articulate their theoretical bases, and in so doing, make use of the tools and techniques typical of architectural design, including new and emerging technologies. Prepare designs for reasonably complex buildings and other architectural projects. Produce representations of the design for multiple purposes, including for construction.
- Culture: understand the larger theoretical, social, cultural, political, economic, technological and environmental contexts of architecture and the impact of ideas on its development. Graduates will also be able to undertake critical forms of research and analysis, and communicate about architecture within this broad range of contexts through writing, speaking, and graphic multi-media.
- Technologies: actively participate in the analysis design and integration of building technologies and understand the principles involved in the design of the various systems, the impacts of these systems on the design of a building as a whole, and the roles, requirements and priorities of the full range of specialists involved in the design and construction process.
- Practice: apply skills in business, management and entrepreneurship to the development of career and project opportunities in architecture. Understand the organization of the construction industry and the role(s) of the architect in that industry; engage with the legal and ethical issues involved in professional practice in architecture.
- Collaboration: collaborate with members of society, and take on leadership positions, in matters related to the production and stewardship of our communities and environment; fully integrate public engagement into the practice of architecture.

- Local and Indigenous Knowledge: act in all of the above with a deep understanding of and engagement in the particular circumstances, issues and concerns of Saskatchewan, including a meaningful engagement with the concerns of Indigenous people of Saskatchewan, while understanding its relationship to increasingly globalized pressures.

Completed charts, mapping the objectives and sub-objectives against the proposed course lists for both programs, are available in *Appendix E: Completed Program Mappings*.

Alignment with accreditation requirements

The proposed curriculum for the professional program in architecture has also been mapped against the CACB's Student Performance Criteria, to ensure conformance with the requirements for professional accreditation. As the Student Performance Criteria are currently under review, and since the new program will have its first accreditation report and visit after the new SPCs have come into effect, the existing draft of the new SPCs has been used in this analysis. It is anticipated that a final version of the new SPCs will be available by late summer 2017, at which point this analysis will be reviewed. We can be confident, though, that changes will be minimal. Please see *Appendix F: CACB Program Mapping*.

The Canadian Architectural Certification Board (CACB), which accredits architectural programs in Canada, does not distinguish between the undergraduate and graduate programs, but considers them as parts of a single Professional Program in Architecture. It is the Professional Program that is accredited. As a result, the accreditation requirements apply to both the undergraduate and graduate programs, and the two programs will need to work together to achieve accreditation.

Accreditation cannot be achieved until the program has graduates whose work can be reviewed. As a result, we anticipate that the program will become a Candidate School in 2020 and achieve Initial Accreditation in 2024.

Modes of Delivery

Bachelor of Design (B. Des.)

The proposed B.Des. program is structured as two years of general study, with few required courses, followed by two years of highly structured coursework in the discipline. The two years of general study ensure a comprehensive breadth of education.

The two structured years are centred around the Design Studio, which students take in every term. The Studio is common to all schools of architecture in Canada. In structure, the studio comprises twelve hours per week of instruction in small groups: the CACB mandates a student:instructor ratio in studio of not larger than 15:1. Studio is formed around design projects, in which students apply knowledge gained in other areas of the curriculum and develop their skills and methods as designers. Studios offer considerable opportunities for experiential learning, making use of Kolb's cycle of iterative experience and reflection⁵. Within the B.Des. program, the third and fourth studios provide particular opportunities for experiential learning, in the form of design|build and working with real communities.

⁵ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Studio is complemented by a number of lecture courses in architectural technologies, architectural culture, and professional practice. These courses are highly structured in order to meet the demands of CACB accreditation in an efficient manner and in order to complement the studio sequence. Finally, students will be required to complete one co-op work term.

Due to this structure, the program provides ample opportunities for synthesis, analysis, application, critical thinking and problem solving. Studio, at root, is based in a program of complex problem-solving, and involves the application of critical design methodologies to holistic problems. In a typical studio project, students will be required to go through a process of research, analysis, synthesis, application, reflection (including self-reflection), and iteration.

Master of Architecture

The first two academic terms of the Master of Architecture are structured similarly to the Bachelor of Design, with Studio complemented by a series of lecture or workshop courses in technology, history/theory of architecture, and professional practice in architecture. Students are also required to complete two co-op work terms during the M.Arch., before beginning their thesis work.

The final two academic terms are structured as a Design|Research Thesis.

Design|Research Thesis

The Design|Research Thesis in the Master of Architecture program is the culmination of a student's professional studies in Architecture. It comes out of a dual tradition of long-standing history. On the one hand, the Thesis stands in the tradition of the medieval guilds and the Masterpiece, the work of art or craft that was judged to be of sufficient quality and skill to elevate its creator to the role of Master.

On the other hand, it comes out of the lineage of the academic thesis, also of medieval origin – the moment at which the young scholar stands in front of those who have been his or her teachers to defend, no longer as student but as colleague, a position grounded in knowledge and research.

The Thesis is a single work comprised of a written and a design component. One could think of it as a report illustrated with design work, or a design project supported by explanatory text. In either case, the two components must work together to create a single entity.

Regardless of how the Thesis is framed, a student is required to demonstrate mastery of the various skills and abilities that have been developed over the course of the Professional Program and that are commonly used in professional practice in architecture.

Calendar Description (if required): Working closely with a faculty supervisor, students will carry out independent research on an approved topic within the field of architecture, resulting in the development of a thesis report and subsequently a critical project. The student will be required to publicly present the thesis report, which forms the critical, historical, and theoretical basis for the Thesis. A comprehensive review of literature and relevant works will form a core component of this report. The thesis project must be grounded in architectural praxis, but is not limited to the design of a building. The thesis culminates in a public juried presentation of Theses.

Thesis Committees

Each student will have a Master's Advisory Committee made up of the following three members:

Advisory Chair - Shall be the Graduate Program Director or designate.

Supervisor - A member of the faculty of the CGPS (adjunct professors included) but cannot be a Professional Affiliate.

Second Reader - Must be a member of the faculty of CGPS, an adjunct professor, a Professional Affiliate or be granted permission by the Dean, CGPS.

Students are expected to meet with their Supervisors on a regular basis, nominally once per week. Meetings with the Second Reader will typically be less frequent, while the Advisory Chair is normally involved only at formal milestones. Committees are to be formed before the end of the first semester of the M.Arch.

Thesis Milestones

Each student will be required to complete a series of milestone presentations, all of which are conducted as public presentations, as part of the thesis work. Students who are unsuccessful in any milestone will require additional time - at least an additional semester - to complete the program.

Thesis Proposal - students are required to present a proposal for their thesis work to their advisory committee no later than the end of the second semester. The proposal is a brief document (approximately five pages in length) that situates the proposal within a body of literature and practice, offers a theoretical position in relation to the topic, and proposes a coherent methodology and process.

Interim Presentation - Near the end of Semester 3, students will present their work-in-progress to their Advisory Committee and will submit a draft of the written components of the work.

Substantial Performance - Mid-way through Semester 4, students will be required to provide evidence that the work is sufficiently advanced to proceed to a defence. Normally this evidence is to be provided in the form of a presentation of the work.

Thesis Defence - Normally takes place at the end of Semester 4, culminating in an exhibition of the work.

Examination Committees

The Examination Committee, or jury in architectural language, will be comprised of the Advisory Committee plus one or (normally) two external examiners. Typically, one external examiner will be an academic in architecture from another University, while the other will be a leading practitioner. Approval of CGPS is required for all external examiners outside of the U of S.

Submission of Thesis

The Supervisor is responsible for verifying that all comments and corrections arising from the defense have been addressed before the Thesis is submitted. The thesis must follow the requirements of CGPS in terms of format, etc.

The Learning Charter

The five Learning Goals listed in the *Learning Charter* map very readily to the proposed programs.

Discovery Goals:	<ul style="list-style-type: none"> • Critical and creative thinking is central to architecture and to the proposed program, especially but not only in the studio. • Students will work in both structured and unstructured scenarios. Studio work in particular is largely experiential, individual or in large or small groups. Attention is paid to methodologies of collaboration. • In studio and in coursework, students are presented with multiple perspectives on architecture. Self-learning and entrepreneurial learning is encouraged.
Knowledge Goals:	<ul style="list-style-type: none"> • On graduation, students will have a knowledge of the profession; a comprehensive understanding of architecture as a discipline; and the technical and design abilities to design buildings. • In the studio, students will be presented with projects on which other disciplines come to bear. In the course on collaboration, they will learn how to work with multiple stakeholders. • Through studios, and especially through the critical method, students will learn how to apply their knowledge ethically. This is reinforced by discussions of the ethical responsibilities of the professional architect.
Integrity Goals:	<ul style="list-style-type: none"> • The ethical expectations of the professional architect are discussed, as are ethics when working with communities and diverse stakeholders. • Ethical issues often come to the fore in design projects in the studio, especially around issues involving the environment or communities. An engagement with Indigenous Knowledge will assist students to understand that there are many ways of understanding. • The limits of the architect's knowledge are stressed in relation to that of other professionals and community stakeholders.
Skills Goals:	<ul style="list-style-type: none"> • Communications – written, graphic and spoken – are stressed in studio and in the courses on the history and theory of architecture. A basic course in English is required in the first two years. • Skills of basic research – finding and using information – are stressed in the studio courses and in the courses in architectural history and theory. • Graduates will be highly technologically literate. A series of digital technology workshops have been built into each of the studios.
Citizenship Goals:	<ul style="list-style-type: none"> • Students are exposed to diverse knowledge structures as well as how to work with diverse stakeholders. • The leadership role of the architect is stressed in the various courses on collaboration, community design, design build. • The expectation that the architect will contribute to society is stressed. Students are provided with discrete opportunities to contribute to society within the program, especially in the <i>Building Community</i> and <i>Design Build</i> studios.

Metrics for success

There are many metrics that can be used to evaluate the success of a program in architecture over a short or long term. Below are the principle metrics that we expect to use in future program evaluations.

Application statistics. By 2024 (once accreditation is achieved) we would expect steady-state application numbers from High School of 150 students per year. For the M.Arch., we expect 50 applicants with previous degrees, and ten applicants with previous degrees in architecture, per year.

Graduation statistics. The first graduates of the B.Des. will be in 2022. By the third graduating class, in 2024, we expect 90% of initial matriculants to graduate. The first M.Arch. graduates will be in 2024; again by the third graduating class, we would expect 90% of M.Arch. matriculants to graduate, 80% within the normal two-year period.

Acceptances to M.Arch. programs. Beginning in 2022, we will be able to track the number of students accepted into M.Arch. programs at the University of Saskatchewan and elsewhere. For the M.Arch. program, we will be able to evaluate after accreditation is achieved the number of applicants from other architecture schools. A success in this last measure would be ten applicants per year once a steady state is achieved.

Accreditation. By 2025 the professional program in architecture should be able to receive its Initial CACB Accreditation. As part of this process, a visiting team will present a clear discussion of program strengths and weaknesses. Preliminary visits providing a developmental review are anticipated to take place in 2021 and 2023.

Co-op numbers and feedback. The first co-op students will be on work terms in the fall of 2021, and we will have the opportunity to evaluate employer feedback. The goal in 2021 will be to have all eligible students placed in co-op, and by 2026 to have more potential employers than co-op students. By 2026 we will also anticipate return employers from outside of Saskatchewan. In a longer term we expect students will undertake work terms outside of Canada, as an important part of our student mobility strategy.

Licensure of graduates. The first M.Arch. graduates should be eligible for licensure around 2028. By 2032 we should have steady-state licensure numbers to track. A success in comparison to other schools in Canada would be around 50% of graduates eventually becoming licensed.

Practice Leaders. Eventually, of course, the real measure of success of an architecture program is the work produced by its graduates who have become leaders in the profession. We should start to see those effects during the early 2040s.

Community Engagement. Also by 2026, we will be able to evaluate the number of University-community partnerships that we undertake each year (although this is difficult to quantify). We will also be able to identify the number of community members who attend events (lectures, exhibitions) produced by the program.

Rankings. By 2030 (five years after accreditation) our goal would be to see the professional program ranked in the top 100 Schools in North America by startclass.com/DesignIntelligence or an equivalent. By 2035 our goal would be to be in the top 100 in the QS World Rankings and top 30 in North America by startclass.com/DesignIntelligence.

Program of study

For a graphic representation of the program proposal, please see *Appendix D, Program Flow Diagram*.

Catalogue Description

This degree program examines the discipline of architecture. Students will develop a broad knowledge of the cultural and community aspects of architectural design, as well as technical and design skills needed for engagement with the design of buildings and other aspects of the built environment. Graduates will be prepared for a broad range of careers in the design and construction industry.

When combined with a Master of Architecture degree, this program prepares students for professional practice in Architecture.

The following text is required by the Canadian Architectural Certification Board to be included on the program website and in all promotional materials:

In Canada, all provincial/territorial associations/institutes/orders recommend a degree from an accredited professional degree program as a prerequisite for licensure. The Canadian Architectural Certification Board (CACB), which is the sole agency authorized to accredit Canadian professional degree programs in architecture, recognizes two types of accredited degrees: the Master of Architecture (M.Arch) and the Bachelor of Architecture (B.Arch.). A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented.

Program Requirements

Please see *Appendix A: Course Catalogue Descriptions* for more information.

Note: This program requires a total of 132 C.U. rather than the standard 120 C.U. The reason for the additional credit units is the presence of studio in the program, and the proposal that studio is weighted as 6 credit units per term, rather than the normal 3 credit units. In other words, the program has the same number of courses as a normal 120 C.U. program, but four of those courses have a heavier weight. This is a norm in architecture programs in Canada, although not mandated. In general, though, studio is weighted at .5 credits per hour of instruction. In Canada, one undergraduate program in Architecture requires 120 C.U., while the others require between 128 C.U. and 174 C.U.

The Bachelor of Design programs will follow the residency requirements and graduation standards approved for Four-year programs (Bachelor of Arts Four-year, Bachelor of Arts & Science Four-year, Bachelor of Music Four-year, and Bachelor of Science Four-Year) within the College of Arts and Science.

Bachelor of Design (B.Des.) - Architecture

Requirement 1 – Academic Requirement (30 credit units)

No more than 12 credit units from one subject may be used to fulfill this requirement.

- INDG 107.3 – Introduction to Canadian Indigenous Studies
- Choose 3 credit units from the following:
 - 100-level ENG courses

- 100-level HIST courses
 - INTS 203.3 – Cultivating Humanity
 - LING 251.3 – Intercultural Communication
 - PHIL 115.3 - Introductory Indigenous Philosophy
 - PHIL 120.3 – Knowledge Mind and Existence
 - PHIL 133.3 – Introduction to Ethics and Values
- Choose 24 credit units academic coursework, including at least 3 credit units from each of the following areas (See requirement E1 in the BFA in Studio Art program to see the list of courses under each heading):

Fine Arts
 Humanities
 Languages
 Science
 Social Science

- Courses may also be chosen from the following list, but there is no requirement to do so:

Courses with No Program Type

- [INCC 201.3](#) – Dynamics of Community Involvement
- [INCC 280.3](#) – Human Dimensions of Natural Hazards
- [INTS 110.3](#) – The Art and Science of Almost Everything
- [INTS 203.3](#) – Cultivating Humanity
- [NRTN 101.3](#) – Introduction to Circumpolar World

Requirement 2 – Cognate Requirement (3 credit units)

- ENVS 201.3

Requirement 3 – Major Requirement (72 credit units)

- Basic Design – 6 credit units

INTS 111.3
 ARCD 111.3 – Introduction to Architecture

- Design Studio – 24 credit units

ARCD 311.6 Studio: Design with the Land
 ARCD 321.6 Studio: Design and Making
 ARCD 411.6 Studio: Design Build Studio
 ARCD 421.6 Studio: Building Community

- Architectural Technology – 21 credit units

ARCD 312.3 Building Technology I
 ARCD 322.3 Building Technology II
 ARCD 313.3 Ecological Design
 ARCD 412.3 Structural Principles
 ARCD 413.3 Construction I
 ARCD 422.3 Environmental Systems
 ARCD 423.3 Construction II

- Architectural History & Theory – 12 credit units
 - ARCD 314.3 Indigenous and Vernacular Architectures
 - ARCD 324.3 Architectural Principles in the Modern World
 - ARCD 414.3 Architectural Thought and Practice after WWII
 - ARCD 424.3 Contemporary Concerns in Architecture

- Architectural Practice – 9 credit units
 - ARCD 325.3 The Construction Industry
 - ARCD 415.3 Collaborative Methods
 - ARCD 425.3 Design and Community
 - ARCD 401.0 Architectural Design Co-op Placement

Requirement 4 – Electives (27 credit units)

Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, complete the requirements for 132 credit unit Four-year program. Of the 132 credit units required at least 72 must be at the 200-level or higher.

Master of Architecture

Students must maintain continuous registration in ARCD 990

- A minimum of 39 credit units total
- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animals subjects
- ARCD 901.0 Co-operative Education in Architecture II
- ARCD 902.0 Co-operative Education in Architecture III
- ARCD 990.0 Architecture Lecture Series
- ARCD 994.0 Design|Research Thesis in Architecture
- 12 credits studio:
 - ARCD 811.6 Studio in Architectural Research
 - ARCD 821.6 Comprehensive Design Studio
- 21 credits core courses:
 - ARCD 814.3 Research Practices in Architecture
 - ARCD 824.3 Urban Systems
 - ARCD 812.3 Structures II
 - ARCD 822.3 Integrated Systems
 - ARCD 815.3 Professional Practice in Architecture
 - ARCD 825.3 Architectural Project Management
 - ARCD 845.3 Business Practices in Architecture
- 6 credit units electives at the 800-level or senior undergraduate, as approved by Supervisor

The Relationship between Art and Architecture

This proposal is for a new program located within the Department of Art and Art History, which is to be reorganized as the School of Architecture and Visual Art (operating as a Department within the College of Arts and Science). This will be a unique situation nationally: in Canada, half of the Schools of Architecture sit within Colleges of Engineering, while the other half are essentially independent Colleges of Architecture.

However, although architects have to understand technical issues like structures and HVAC systems, and we have developed a program that we believe will be technically very strong, the questions architecture asks and its modes of operation are more akin to the arts. This is not to say that architecture focuses on aesthetics – far from it – but rather than architecture deals with complex open-ended questions rather than the often precisely framed questions of engineering or science. For architects, technology is not an end goal, but one of a number of tools that will be used to address a given problem; a building's structure is like the stretcher frame for a painter's canvas, or maybe more like the art of mixing colours – important, necessary, but not sufficient. Indeed, there have been a number of critics of late modern architecture who laid the blame for the perceived sterility and rigidity of late 20th century cities and buildings on the adoption of an overly technical approach to architecture and urban design.

In fact, historically, architecture has been considered to be one of the arts. The two most important Schools of Architecture in history – the Ecole des Beaux-Arts and the Bauhaus – were both art schools, as is the currently number one ranked architecture program in the world – at the Royal College of Art in London. Indeed, outside of Canada, architecture programs within or part of art schools are not uncommon – we could think of the School of the Art Institute of Chicago, the California College of the Arts, the Savannah College of Art and Design – three of the most innovative (including technically innovative) emerging programs in architecture in the United States.

Experience shows that when Schools of Architecture are within Colleges of Engineering, the arrangement is purely administrative – a marriage of convenience. There is often little, if any, collaboration between architecture and engineering, either in research or in teaching. For example, at Ryerson University, Engineering students do not take architecture courses, and vice versa. Curricular issues within architecture are not discussed at College-level committees, but approved directly by the Dean (who only questions on financial grounds) and passed on to University-level committees. Tenure and promotion committees at the College level tend to rubber-stamp Departmental committee decisions – or alternatively reject them out of hand - because the engineers recognize that they don't know enough about the research culture in architecture to make reasonable decisions. Researchers in architecture get little support from the College – largely because they don't have NSERC grants.

While engineering and architecture share a superficial form – they are both professional disciplines with strong accrediting bodies – they do not share a mandate, disciplinary practices, or pedagogic traditions. In these three ways, architecture has much more kinship with the arts:

- A mandate to respond to difficult questions (around the built environment) through the making of things.
- Disciplinary practices based primarily in drawing; primary research funding sources of the Canada Council for the Arts and SSHRC; an emphasis on exhibition and books over journal papers.
- A pedagogic tradition based in Studio education.

There are a number of practical reasons why Art and Architecture might make sense at the University of Saskatchewan. First, Art and Art History already offers a number of courses in History of Architecture; the recent retirement of Keith Bell, who taught those courses, opens an opportunity to develop a suite of

courses that would serve both areas. Second, the Department of Art and Art History already has a growing interest in design, with new courses added recently in Design and in Visual Culture, spearheaded by recent hire Jon Bath. Third, Art and Art History already offers studio courses; although these are not architecture studios, they could provide useful context and cross-over; likewise, art students may be able to benefit from the architecture studios. Art and Art History also has two faculty members with architectural experience (John Graham and Alison Norlen); as a result, there is already a core of staff in the new unit (School of Architecture and Visual Arts) with architectural expertise who will be very helpful in the start-up phase, while Architecture is staffing up, and will be crucial in developing cross-unit collaborations in teaching and research in the long run.

However, there is a strategic reason for the connection between Art and Art History and Architecture that is in my mind even stronger. While the architecture program itself could frankly sit almost anywhere at the University – in Arts and Science, in Engineering, as part of SENS, as an independent School, even possibly in the Edwards School – this proposal allows us to leverage the creation of a program in architecture to produce something even bigger and more exciting – the School of Architecture and Visual Arts. In a recent email, Ryan Walker from Regional and Urban Planning at U of S explained it like this:

It's interesting – two very distinct but related items: 1) an architecture program – the province needs one, the university wants one, good stuff in its [own] right no matter what its container; and 2) a School of Architecture and Visual Arts – a great space focused on making, visual arts, architecture, downtown, a facility that fosters creative collisions across the visual arts and architecture, and that has a high in-reach potential (a term I first heard from Colin Ripley a while back), etc. Separate but related items. One appeals to a strong industry and education case – need for a new architecture program in province. The other appeals to a whole variety of creative city, downtown revitalization, visual arts facility, architecture facility, university's role in the civic life of the city...etc., etc. To me, the second is far more interesting than the first. To others, the first is more interesting than the second.

So the School of Architecture and Visual Arts is good for architecture, but it's also good – potentially transformative – for Art and Art History. And as a result, good for the University.

Impact on the Department of Art and Art History

The Department of Art & Art History wholeheartedly supports a merger with the School of Architecture initiative to form a new School of Architecture and Visual Art. Given the synergies between both disciplines, the department views the merger as a natural fit, advantageous to both areas, and one with more obvious benefits than risks. From the department's point of view, the merger will, first of all, increase the overall size of the department thus protecting core studio and scholarly programs which will feed into the two new degree programs. This immediately provides more attractiveness and options for both incoming/potential students as well as students already enrolled in an undergraduate studio or art history degree program. The department has been interested in seeing the addition of applied design courses (Jon Bath – new design course offered 2016) and this trend will be strengthened with the addition of the undergraduate B.Des. (Arch) degree. A strong overlap, in fact, between the undergraduate studio degree (BFA) and the new undergraduate B.Des. (Arch) will strengthen both programs in the early years. The two new degree programs will likewise strengthen resources and curriculum in the area of Art/Architecture historical research and programming which will be required for the new architectural degrees. Again, sharing of courses and faculty is seen as potentially strengthening both the BA (Art History) and B.Des. (Arch) programs and provide a stronger future for complement planning in that area. The University's priority on Indigenous engagement is embedded in and important to the

Architecture proposal and this, as well, is seen as strengthening possibilities for aboriginal content and curriculum in the all of the department's degree programs.

The potential risk of the merger, as seen by the department, is that current Art & Art History degree programs could become a "poor cousin" to the Architecture programs that have professional requirements for certification and possibly dominate future complement and curricular planning at the expense of existing studio and art history programs. However, the department recognizes that strong core programs in studio and art history are essential to the new degree programs as well as the existing ones. The other risk the department sees is that, if housed in separate facilities, the new School could become a union by way of administrative structure only and the benefits of the merger, especially to students, could be undermined. Some degree of shared space would encourage interdisciplinarity and help create the ethos of a "school" which, otherwise, will be lacking. Ultimately, however, the department sees the creation of the School of Architecture and Visual Arts and the development of a professional program in Architecture as an important broadening of the overall conversation of art, design, architecture and culture in Saskatchewan.

Tim Nowlin, Head, Department of Art and Art History

Impact on other Academic Programs

The program is proposed around an interdisciplinary and collaborative model with several other divisions on campus being involved in the delivery of the course being proposed. Consultation with these divisions is ongoing and has included to date consultations with Regional and Urban Planning, the College of Engineering, the School of Environment and Sustainability, and the Edwards School of Business. We are working on a model that will involve collaborative program delivery through cross-appointment mechanisms. Statements of support can be found in *Appendix I: Letters of Support*.

Resources

Budgetary Information

Note: this information reflects current budget assumptions as of February 10, 2017 and will be updated as further information becomes available. This information represents the program costs and revenues at steady state (2024-25 and following).

Resources required

Resources required for a professional program in architecture are described in full in the Notice of Intent. A summary is provided here. As this is a new program, all resources are considered at this point to be new resources. No courses or programs are proposed to be eliminated. Where instructional staff from other units teach in the program, in order to promote interdisciplinarity, additional resources are being proposed for those units. For more information and a summary of this information in tabular form, as produced by the program's financial officer, as well as the TABBS model output, please see *Appendix G: Financial tables*.

Instructional costs

The two programs together will require 11.5 FTE of instructional costs.

The Bachelor of Design program requires 6.75 instructional FTE. We expect that 2.0 of these FTE will be part-time or sessional instructors, in line with practices in Schools of Architecture across Canada. Up to 2.0 FTE of the total may be cross-appointed with the College of Engineering, and 1.0 FTE with the Regional and Urban Planning program. There are additional possibilities for cross-appointments with SENS and with the Edwards School of Business. Discussions are ongoing about the form such relationships might take.

The M.Arch. program will require 4.75 FTE of instructional costs. All faculty teaching in the M.Arch. will be members of the Graduate faculty. Up to 1.0 of these 6.25 FTE may take the form of cross-appointed faculty.

Tenure-stream faculty in schools of architecture in Canada typically teach 4 courses – 2 studios and 2 lecture courses – per academic year, in addition to supervising a number of graduate theses.

In addition to these FTEs, 0.5 FTE for an Architecture Librarian will be shared with the M.Arch. program. \$40,000 per annum has been budgeted for Teaching Assistants, again in line with practices in other schools.

Administrative Staff

The programs will be overseen by Program Directors who will report to the Director of the School. Total administrative and technical staff (machine shop, IT) of five will be shared by the two programs.

Facilities

The two architecture programs together will require approximately 2600 square meters of net space for offices, classrooms, labs and studios. A Feasibility Study is now underway to investigate the degree to which these funds can be raised from the private sector, as well as to identify transitional strategies for space during a start-up phase.

Miscellaneous Operating Costs

In addition to normal maintenance costs allocated in the TABBS system, we have budgeted \$40,000 for library acquisitions and \$100,000 for ICT expenditures per annum, for the two programs together.

Student Financial Aid

We have included in our budget \$180,000 for financial aid for graduate students. The Fundraising Feasibility Study will also be evaluating the potential to raise amounts for the purpose of graduate and undergraduate financial aid.

Total Costs

The total direct costs to run the two programs, as provided by the TABBS model, are just over \$3,000,000 per annum, with total direct+indirect cost at just over \$4,200,000. Given the degree of interrelationship of facilities and technical staff, as well as the interwoven nature of the two degrees, it is difficult to separate the finances of the two programs. A rough estimate has costs for the Bachelor of Design at \$2,500,000 and for the Master of Architecture at \$1,600,000.

Program Tuition

Tuition during the first two years of general education will be billed at standard College of Arts and Science per credit tuition. In years three and four, the undergraduate ARCD courses will be billed at rates to achieve an overall tuition of \$6,000 per full study term (lecture courses will be billed at a lower rate, and studio courses at a higher rate), and the undergraduate co-op course will be billed to achieve an overall rate of approximately \$1,000 per term. Graduate tuition will be \$6000 per study term, and the standard graduate term tuition (currently \$1,313) for co-op terms.

Enrolment and tuition revenues

We propose an enrolment target of 45 students per annum in the last two years of the Bachelor of Design program, of which roughly 15 students will have previous degrees and hence, effectively, enter directly into the third year of the program. We expect to meet that target in the first year (2020). For a discussion of the context and background for enrolment targets, please see pages 8-10 above.

Total revenues at target enrolment are \$1,080,000 for the core program delivery in the final two years of the Bachelor of Design degree. As distribution and breadth elective requirements all occur in the first two years of general education, they are not accounted for here. Tuition revenues for the M.Arch. degree at target enrolment are \$1,080,000. The total tuition revenue proposed for the two programs is \$2,160,000. There will be an additional revenue from co-op fees of \$135,000 per year.

Operating grant: the TABBS model recognizes an annual operating grant increase, based on the SUFM algorithms, of \$2.31 million per year, all else being equal. This number is encumbered by a number of caveats, including the time various time lags in the SUFM model and the ability for other changes at UofS, UofR or in the Provincial budget to affect the numbers. However, at maturity, this allows us to estimate total revenues at approximately \$4,500,000 per annum.

Program Independence

Given the full operating grant increase as shown by the TABBS model, the program is expected to be self-supporting at the proposed enrolment levels. Due to the studio model of instruction, the program finances are relatively inelastic in terms of enrolment growth or decline.

Start-up costs

The program will have significant start-up costs including rental of temporary space, hiring costs, and initial equipment costs. These amounts are still being investigated. In addition, as the program will phase in over a four-year period, we anticipate both revenues and expenses to reach a steady state in the 2024-25 academic year.

College Statements



UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

ARTSANDSCIENCE.USASK.CA

9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: 306-966-4232
Facsimile: 306-966-8839
Email: officeofthedean@artsandscience.usask.ca

TO: Terry Wotherspoon, Chair, Academic Programs Committee
FROM: Gordon DesBrisay, Vice Dean Academic
DATE: August 25, 2017
RE: B.Des (Arch) Program Recommendation

The Bachelor of Design (Architecture) program and undergraduate ARCD course proposals were circulated to all faculty members in Arts and Science through the Arts and Science College Course and Program Challenge on November 9, 2016, and were approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on February 2, 2017.

When that College APC recommended the B.Des (Arch) program and associated courses to the Faculty Council of Arts and Science, it took the unusual step of accompanying its recommendation with a statement regarding resource concerns normally outside the remit of the committee:

The Academic Programs Committee (BA, BFA, BMus) recommends this program proposal on its academic merits. Operating budget, space and equipment, faculty complement and other resource implications remain to be determined. As a consequence we were unable to assess their potential impacts on other programs, which is a matter of concern. We commend these issues to Faculty Council for its consideration.

Faculty Council met and approved the B.Des (Arch) proposal on May 16, 2017. Once again, there was strong support expressed for the academic proposal, coupled with serious concerns surrounding funding (capital and operational) for this project.

Given that the May meeting was the only time that Faculty Council will be asked to vote on this program, its approval, even in the face of so many unanswered resourcing questions, is testament to strong faith in the academic merits of this proposal.

Faculty Council was assured that their financial concerns are shared by the senior leadership of the college, and that implementation of this program will hinge on there being an appropriate funding model for the SAVA project.

Memorandum

To: Academic Programs Committee (APC)

CC: Dr. Martha Smith-Norris, Chair, Graduate Programs Committee, CGPS

From: Dr. Adam Baxter-Jones, Chair, Executive Committee, CGPS

Date: March 22, 2017

Re: M.Arch Program Recommendation

On March 22, 2017 the Executive Committee of CGPS reviewed the M.Arch Program proposal recommended by the Graduate Programs Committee. Within the proposal there are several unknowns that include program implementation, funding, infrastructure and other resources. Based on academic merit the Executive recommends to APC that the M.Arch Program move forward.

Background:

December 15, 2016 December 2016, the Graduate Programs Committee conducted a thorough review of the M.Arch. proposal;

February 9, 2017 Clarification meeting completed between CGPS Graduate Programs Committee designate, Professor Colin Ripley (Ryerson University), and Director of Programs (Arts & Science, University of Saskatchewan). The outcome was that assurance that the proposed School of Architecture could provide cohesive programming at both the undergraduate and graduate levels;

March 1, 2017 Graduate Programs committee considered the revised M.Arch Program proposal. The motion "to recommend academic approval of the M.Arch program pending clarifications on enrolment and noting that the committee did not consider the resource implications" (Pollak/Eglington);

March 22, 2017 CGPS Executive Committee unanimously passed a motion " the Executive Committee recommends the approval of the new Master of Architecture (M.Arch.) Program conditional upon resources being available. (McIntyre/Ferrari).

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Adam Baxter-Jones at adam.baxter-jones@usask.ca, or, 966-5759.

Respectfully Submitted to APC 170403

:ll

Memorandum

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

From: Graduate Programs Committee, CGPS

Date: March 10, 2017

Re: Proposal for a Master of Architecture Program (M.Arch.)

In December 2016, the Graduate Programs Committee (GPC) conducted a thorough review of the proposal for a M.Arch. program. Following the meeting on December 19, 2016, substantial feedback was provided to the Project Director, Professor Colin Ripley of Ryerson University. The GPC Secretary was in communication with Professor Ripley to discuss options to address questions and concerns that the GPC had identified. The M.Arch. proposal forms part of a larger proposal for a School of Architecture to deliver a Bachelor of Design (B.Des.) program as well as the M.Arch program. As such, on February 9, 2017, Professor Ripley, the GPC Secretary, and the Director of the Programs Office in the College of Arts & Science had a meeting to ensure that the proposed School of Architecture could provide cohesive programming at the undergraduate and graduate levels and allow for maximum flexibility for options to enter the M.Arch. program. The meeting was very successful, and a revised M.Arch. proposal was considered by the GPC on March 1, 2017.

At the March GPC meeting, committee members appreciated the thorough and thoughtful responses to each of the questions and concerns that had been identified. Overall members were pleased with the updated proposal. Members did indicate that more detailed enrolment information would benefit the proposal.

The Graduate Programs Committee passed the following motion:

To recommend academic approval of the M.Arch. program pending clarifications on enrolment and noting that the committee did not consider the resource implications. Pollak/Eglington CARRIED Unanimous

Professor Ripley has updated the section "Anticipated demand" to become "Anticipated demand and enrolment assumptions". With this update, the GPC is now asking the Executive Committee to support the academic merit of the proposal and provide a recommendation to the Academic Programs Committee of University Council.

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

:kc

Appendices:

A: Course Calendar Descriptions

B: Notice of Intent

C: Working Group Documents

D: Program Flow Diagram

E: Completed Program Mappings

F: CACB Program Mapping

G: Financial Tables

H: Course Outlines

I: Letters of Support

J. Response from Planning & Priorities Committee of Council

K. Response of the proposer to the Academic Programs Committee (BA, BFA, BMus) – December

L. Response to CGPS Programs Committee

M. Response from Provost's Committee on Integrated Planning

N. Summary Handout



Program Proposal(s) for a Professional Program in Architecture at the University of Saskatchewan

- Appendices

Date November 9, 2016
Submitted by: Colin Ripley

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Appendix K: Response from the Proposer to the Academic Programs Committee (BA, BFA, BMus)

Appendix L: Response to CGPS Programs Committee
- December 2016

Appendix L: Response to CGPS Programs Committee

Appendix M: Response from the Provost's Committee on Integrated Planning (PCIP)

Appendix A: Course Catalogue Descriptions

Bachelor of Design (Architecture)

ARCD 111.3 Introduction to Architecture

This course provides an introduction to the study of architecture. This survey of architectural history is organized around basic concepts in architecture, including shelter, community, technology, representation and meaning.

Prerequisites: None

ARCD 311.6 Design with the Land

This course requires students to design architectural projects, including small buildings, within a physical, ecological and cultural context. Students will begin to develop an intentional design process as well as their skills with design methods and technologies. The studio will also introduce basic ideas of sustainable design as well as formal, material and constructional considerations. Attention is paid to Indigenous Knowledge and Practices.

Prerequisite: INTS 111.3

ARCD 312.3 Building Technology I

An introduction to the technical framework for design and construction including: regulatory frameworks; building science; sustainable design; principles of structural systems in steel, concrete and wood; excavation and foundation systems; light wood framing; masonry; envelope and roofing assemblies.

Prerequisites: Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30

ARCD 313.3 Ecological Design

An introduction to the ecological aspects of architectural design. Topics of discussion include: climate and human comfort; vernacular architecture; climatic influences; environmental context; environmental concepts and influences on design; solar geometry; low carbon design; site planning; passive systems; active systems; landscape; microclimates; sustainability; green building rating systems.

Prerequisite: ENVS 201.3

ARCD 314.3 Indigenous Architectural Traditions

This course examines Indigenous architectures of the world, with an emphasis on the indigenous architectural forms of Saskatchewan and Canada. The relationships between Indigenous architectures and Indigenous Ways of Knowing are examined. In addition, the course considers the role of ethics within the development of Indigenous architecture, calling into question the relationship between architectural history and theory and the space of Indigenous architecture, its definitions, redefinition and recognition.

Prerequisite: INDG 107.3

ARCD 321.6 Design and Making

In this studio course, students will continue to develop the design process introduced in previous semesters. Fundamental inputs of ecology, use, identity, materiality and technology will be put to use in the design of structures for human habitation. Techniques of modelling and representation typical of architectural practice will be developed.

Prerequisite: ARCD 311.6 Design with the Land

ARCD 322.3 Building Technology II

A detailed exploration of design and construction practices in steel, concrete, precast concrete and heavy timber. The course will also study high performance building envelopes, curtain wall, cladding systems, glazing systems, new materials and best detailing practices. Introduction to energy performance and low carbon design choices.

The focus will shift from small residential projects to a range of larger building types.

Prerequisite: ARCD 312.3 Building Technology I

ARCD 325.3 The Construction Industry

This course introduces students to the study of construction. The role of the construction industry in human culture is discussed, as is the organization of this industry and of the architectural profession in Canada. Laws and regulations pertaining to construction are introduced, as are construction management processes.

Prerequisite: ARCD 111.3 Introduction to Architecture

ARCD 401.0 Co-operative Education in Architecture I

Students an opportunity to undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry. The co-op program provides students with an opportunity to apply their acquired skills in a professional environment while gaining insights on current architectural praxis. Course enrollment is conditional on the student obtaining and accepting a placement offer from an approved industry partner. Where possible, students will be visited as required by the course coordinator to assess professional experience and progress.

Prerequisite: ARCD 325.3 The Construction Industry

ARCD 411.6 Design | Build Studio

In this studio course, students will design and build a small structure. Working with a client group, which may take the form of a University, non-profit or community organization, students will carry out the design consultation, produce documentation as required, and then physically construct the structure. An understanding of the relationships between construction, materiality, design and use will be foregrounded.

Prerequisite: ARCD 321.6 Design and Making

Co-requisite: ARCD 413.3 Construction I

ARCD 412.3 Structures I

This course will encourage students to explore the principles of structural behavior from a technical and mathematical perspective, including: loading conditions, gravitational, lateral and seismic forces, moments, systems of forces, conditions of equilibrium, and centre of gravity of loads and areas; forces in trusses, simple frame analysis, moment of inertia; concepts of simple stress and strain, shear and bending moments in simple beams, shear and moment diagrams, qualitative deflected shapes, flexural and shearing stresses, deflection related calculations; and the appropriate selection of structural systems for buildings at a preliminary level.

Prerequisite: ARCD 322.3 Building Technology II

ARCD 413.3 Construction I

As a companion course to the parallel Design/Build Studio, students will undertake a detailed exploration of technical topics that pertain to the development of design and construction documents. Content of the course will include: building code review; materials assessment; structural design; best practice envelope design; energy and heat loss analysis; environmental systems; low carbon design targets; sustainable systems and construction coordination. Communication and technical drawing skills will be stressed.

Prerequisites: ARCD 322.3 Building Technology II; 313.3 Ecological Design

Co-requisite: ARCD 411.6 Studio 3: Design Build

ARCD 414.3 Architectural Thought and Practice After the Second World War

This course examines the architectural developments in the last half of the twentieth century. Key texts of the period are presented and discussed in relation to developments in architectural practice.

Prerequisite: ARCD 324.3 Architectural Principles in the Modern World

ARCD 415.3 Collaborative Methods

Through theoretical discussions and practical exercises, students will learn how to be effective participants in team activities, including in leadership positions. Methods of consultation and facilitation design, the role of feedback, and methods of conflict resolution will be discussed and modeled.

Prerequisite: ARCD 325.3 The Construction Industry

ARCD 421.6 Building Community

In this studio course, students will design and document a building of a medium level of complexity that will be of service to a Saskatchewan community. The building design will begin to integrate ideas and concepts from other parts of the curriculum, including a fundamental knowledge of building structures, local codes, environmental sustainability, and ideas of form, use and materiality.

Prerequisite: ARCD 411.6 Design | Build Studio

ARCD 422.3 Environmental Systems

An overview of the integration of environmental systems in buildings. Subjects covered include: environmental parameters; low energy design; passive systems; air and water systems; heating and cooling loads; ventilating and air conditioning systems; plumbing and waste systems; artificial source lighting and daylighting; acoustics; and fire protection criteria and systems. Reference to building codes and standards will be made throughout the course.

Prerequisite: ARCD 413.3 Construction I

ARCD 423.3 Construction II

Construction II is designed to be a companion course to the parallel "Building Community" Design Studio. Students will undertake a comprehensive exploration of technical topics as pertain to the detailed development of the design project. Such topics include: code review; life safety; fire protective design; universal access; material assessment; structural design; best practice envelope design; energy and heat loss analysis; environmental systems; low carbon design targets; sustainable systems (passive and active design); and sustainable rating systems. Construction II will also address some of the new detail issues such as building envelope design, energy modelling, active systems, and possibly a LEED analysis.

Prerequisite: ARCD 413.3 Construction I

ARCD 424.3 Contemporary Concerns in Architecture

This course considers recent developments in architectural thought and discourse. The current situation of architecture as a profession, practice and discipline is discussed. Emerging and disruptive ideas and concerns are brought into play.

Prerequisite: ARCD 414.3 Architectural Thought and Practice After the Second World War

ARCD 425.3 Design and Community

This course examines the role of design within human communities. The role that architecture and related design disciplines have to play in ensuring quality in the built environment is stressed. Types of communities are evaluated, both within Saskatchewan and worldwide, and techniques for advocacy are developed.

Prerequisite: ARCD 415.3 Collaborative Methods

Master of Architecture

ARCD 811.6 Studio in Architectural Research

In this studio course, students will develop an approach to architectural design based in research. Students will be confronted with design problems that will require the implementation of research strategies and to examine the conditions architectural practice, including their own practices and beliefs, in the design of several architectural projects.

Prerequisites: none.

ARCD 812.3 Structures II

Case studies are used to examine the successful conceptual development, structural design, and construction processes of architectural projects, with a particular focus on selecting and designing with structural steel, reinforced concrete and timber systems. Topics are studied using calculations, design aids, rules of thumb and the latest CSA design standards.

Prerequisites: None

ARCD 814.3 Research Practices in Architecture

The various methods and practices of research in architecture are investigated, including archival research, experimental research and design research. Students will be expected to make use of the tools of architectural practice as research methodologies.

Corequisite: 811.6 Studio in Architectural Research

ARCD 815.3 Professional Practice in Architecture

This course examines the current and evolving role of the professional architect within society and within the construction industry. The legal and regulatory framework for architectural practice in Canada is discussed, as are the ethical responsibilities of architects, and the role of the architect as advocate for the built environment.

Prerequisites: none

ARCD 821.6 Comprehensive Design Studio

In this studio students will apply their knowledge of various areas of the curriculum, including their Concentration, to the design of a building that integrates a clearly articulated architectural idea with technical and cultural dependent systems into a coherent building.

Prerequisite: ARCD 811.6 Studio in Architectural Research

ARCD 822.3 Integrated Systems

A companion course to the Comprehensive Design Studio. The course will address questions pertaining to the specific structural, envelope, energy, environmental systems, regulatory framework, site planning, sustainable, low carbon, passive, and life safety systems in the buildings and will culminate in a technical report.

Prerequisites: 812.3 Structures II

Co-requisites: 821.6 Comprehensive Design Studio

ARCD 824.3 Urban Systems

This course provides students with tools needed to select, analyze and plan an urban site, and to design buildings in such a complex environment. Relationships with and reactions to multiple contexts are discussed. Planning and zoning principles are addressed, as are the administrative and political processes for controlling urban development.

Prerequisites: None

ARCD 825.3 Architectural Project Management

This course examines in depth the methods and techniques used by architects for the management of construction projects, including: financial management; time management; and task and team management. Various types of project delivery methods will be examined, along with their associated contractual relationships.

Prerequisites: ARCD 815.3 Professional Practice in Architecture

ARCD 845.3 Business Practices in Architecture

In this course students learn how to organize and manage an architectural practice. Legal issues, human resource practices, financial management practices, marketing and strategic planning are discussed, as are the various forms that a practice can take. Students are required to develop a business plan for an architectural practice.

Prerequisites: ARCD 825.3 Architectural Project Management

ARCD 901.0 Co-operative Education in Architecture II

Students undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry.

Prerequisite: ARCD 815.3 Professional Practice in Architecture.

ARCD 902.0 Co-operative Education in Architecture III

Students undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry.

Prerequisite: ARCD 901.0 Co-op Work Term

ARCD 994.0 Design | Research Thesis in Architecture

N/A

ARCD 990.0 Architecture Symposium

This course presents miscellaneous topics of current concern in architecture.

Appendix B: Notice of Intent



Notice of Intent for a School of Architecture at the University of Saskatchewan

- **Notice of Intent for the School of Architecture and Visual Art**
- **Notice of Intent for a Professional Program in Architecture**

**Date March 15, 2016
Submitted by: Colin Ripley**

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School of Architecture and Visual Art

Notice of Intent for a School of Architecture and Visual Art

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Architectural Education in Canada

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Appendix 2:

Letters of Support

Executive Summary

This document presents a Notice of Intent for both a new School of Architecture as well as its professional programs: Bachelor of Design (Architecture) (B.Des. (Arch)) and Master of Architecture (M.Arch.). Part One of the document contains the NOI for the School, while Part Two contains the NOI for the new programs and Part Three presents an overview of architectural education in Canada.

Saskatchewan is the only province in Canada west of the Maritimes that does not currently have a School of Architecture. Not coincidentally, Saskatchewan has far fewer resident architects per capita than any other province, with the exception of Newfoundland and Labrador. In addition, Saskatchewan is the only province in Canada in which non-resident architects outnumber resident architects - and they do so by a factor of approximately 3.5:1 (and growing rapidly). The direct economic effects of the shortage of architects in the province are clear, with architectural fees (in addition to sub-consultant fees, income taxes, and so on) consistently flowing out of Saskatchewan.

In addition to helping to resolve this financial issue, there are a number of indirect benefits to the Province and the University of founding a School of Architecture. To the Province, a School of Architecture would provide new career and personal development opportunities to its young people. It would also assist communities in the Province in their development by fostering interest in and knowledge about design and the quality of place. Further, it would help economically in assisting in the development and growth of a design industry in Saskatchewan. And perhaps most importantly, it would allow the Province to be designed and built by Saskatchewanians.

For the University, a School of Architecture would provide innovative teaching in a field that is currently almost absent (design), at a time when that field is becoming more and more prominent in society as a whole. Such teaching could be of value to the University as a whole, and not just to the professional programs in the School. The School would also contribute significantly to the discovery mandate of the University, especially those aspects of discovery that relate to the University's focus on a Sense of Place. And by building and maintaining a significant range of outreach activities, the School will help to bring the University and the community together.

Administratively, we are proposing that the School of Architecture function as a Department in the College of Arts and Science, with significant formal linkages to other areas in the University.

There are currently eleven accredited schools of architecture in Canada, with a twelfth (Laurentian University) in development. Although there is a range of administrative arrangements, nomenclature and program type, all are known informally as "schools of architecture." Six of the twelve sit in Faculties of Engineering while the other six sit in Faculties of Architecture. In terms of nomenclature, Schools may be Schools, Departments or Programs, but using the official name "School of Architecture," regardless of the formal structure, is likely to prevent confusion at later dates. We are proposing the formation of a new School of Architecture and Visual Art, incorporating the existing Department of Art and Art History.

We are proposing a School and a program that are constructed around the values of: a sense of place; the value of collaboration and of community; the importance of making; an entrepreneurial spirit; and a meaningful engagement with Indigenous Ways of Knowing.

Each School of Architecture has its own unique identity. After significant consultations, we believe that this set of values (at least preliminarily) expresses an appropriate (and exciting) identity for a program based in Saskatchewan, and that will allow it to engage with the architectural issues and potential of the Province and its people.

The School will have significant mandates in Discovery and Outreach.

Faculty in Schools of Architecture in Canada today undertake significant discovery activities. While these may evolve over time, we will prioritize discovery agendas that mesh with the values of the University and of the program, and particularly around "A Sense of Place." Faculty may investigate - and seek to have an impact on - the unique environments, ecologies, economies and communities of Saskatchewan, as understood through the lens of architecture. In addition, the School will look to develop and maintain significant productive connections to communities - locally, across the Province, and globally, through mechanisms such as design-build activities, community design charrettes, design advocacy, symposia, workshops, summer camps and so on.

The Professional Program will be accredited by the Canadian Architectural Certification Board (CACB).

Architectural programs in Canada are accredited by the Canadian Architectural Certification Board, which receives its mandate jointly from the Canadian Architectural Licensing Authorities (CALA) and the Council of Canadian University Schools of Architecture (CCUSA). This program will be designed to be CACB-accreditable. CACB has a well-established procedure in place for the accreditation of new programs.

We are proposing a “Hybrid 2+2+2” program model: B.Des.(Arch) + M.Arch.

In Canada, three Schools of Architecture follow a “Stand-alone Masters” model - a three to four year (six to eight term) M.Arch. degree that can accept applicants with Bachelor degrees in any discipline. Seven Schools follow a “4+2” model - a four year undergraduate degree in architecture (B.A.S., B.E.D., B.Arch.Sci., etc) followed by a two-year (four to five term, sometimes including Spring or Summer terms) M.Arch.; the two degrees are understood and evaluated by the CACB as a single professional program. The remaining two schools follow a “Hybrid 2+2+2” program: two years of general studies, two years of undergraduate architecture, and a two-year (four to five term) M.Arch. The addition of a three- to four- term graduate level preparatory course allows the program to mimic, for appropriate applicants, either a “Stand-alone Masters” or a “4+2” program. The Hybrid 2+2+2 program provides multiple pathways into the program, from high school, from other University disciplines, from College diplomas, from completed degrees in other disciplines and from undergraduate degrees in architecture from other institutions (including international institutions).

We are proposing a student intake of 45 students at both undergraduate and graduate levels.

These numbers are likely conservative. Demand for architectural education in Canada is very high and unaffected by the recent economic downturn. Across the country, applications to professional programs outnumber available seats by a factor of approximately 6:1 at the undergraduate and 4:1 at the graduate level, when multiple individual applications are taken into account. Demographic analysis suggests that from Saskatchewan high-school graduates alone, we should reasonably expect about 125 applicants each year. Programs in Architecture vary in size in Canada from a low intake of 30 (M.Arch., Ryerson, Manitoba) to a high of 125 (B.Arch.Sci., Ryerson; B.A.S., Carleton). Attrition between undergraduate and graduate programs will be compensated for by students transferring from undergraduate degrees at other institutions (including international institutions).

The program will have significant co-curricular components, including a Co-op component; study abroad; community engagement and design-build activities.

Co-curricular components of this nature are common among Schools of Architecture in Canada. There are currently three formal Co-op programs; co-op is a major draw among applicants and highly desired by the professional community. Study abroad, community engagement, and design-build flow directly from the values identified above.

We expect a faculty complement of 11 FTE for instruction, and an additional 1.0 FTE for administration.

Across Canada, the average student:faculty ratio in Schools of Architecture is 19:1. The small student intake at the University of Saskatchewan will make it less efficient in terms of faculty resource use than the average, with a student:faculty ratio higher than UBC or Calgary but lower than all other English-language schools in Canada. Largely in studio, the School will also make extensive use of sessional instructors drawn from the local professional community.

The School will require about 4000 sm of space in which to operate, and we are proposing to make use of the John Deere Plow Building.

Space needs for professional programs in architecture are large because of the CACB requirements around studio: each student must have a dedicated workspace. The City of Saskatoon has allocated the John Deere Plow Building, about 4300 sm, for the University to be the home of the School of Architecture. A feasibility study has shown that renovation costs will be approximately \$20 million.

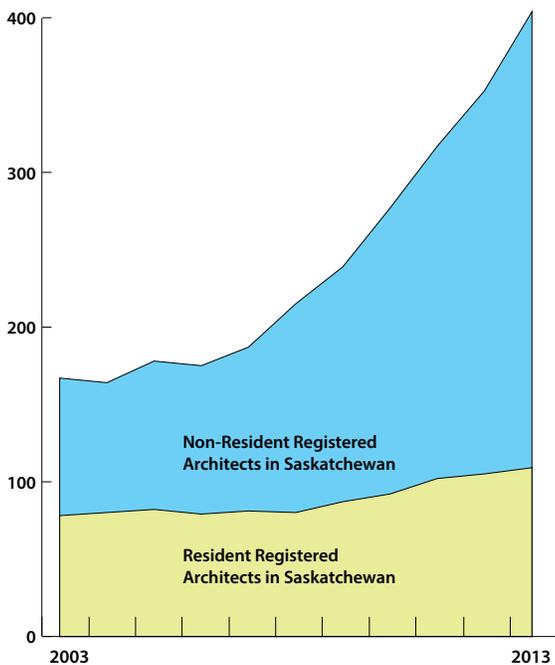
The School will operate on a “direct cost” budget of \$3.2 million per year, of which approximately 69% is instructional salaries.

A full budget breakdown is included in the full report. We are estimating total costs at \$4.4 million, not including start-up capital costs described above.



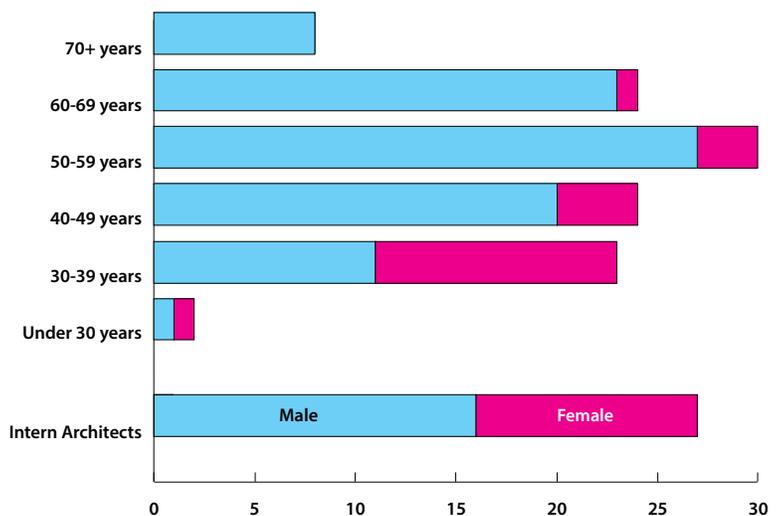
Resident Architects per million population, by Province, Canada

Data: Statistics Canada, 2006 Census



Resident vs. Non-Resident Architects, Saskatchewan

Data: Saskatchewan Association of Architects



Age and Gender of Resident Architects, Saskatchewan

Data: Saskatchewan Association of Architects

Introduction

Architecture can be difficult to define. It is a profession, founded in technical expertise, shaped by cultural and artistic expression, and guided by a sense of service to the community. It is an academic discipline, devoted to the study of our built environments and their role within the construction and maintenance of society. It is a knowledge-based arm of the construction industry, steeped in innovation and invention, a critical component for economic development. It is a creative discipline that can change the way we see the world and catalyze the development of new creative industries and new cultural forces. It is the buildings that we live, work and play in every day, today and tomorrow, and as populations – in Saskatchewan and globally – gravitate to urban areas, it will become a more important force. It is a discipline and profession that, quite literally, designs the future.

Saskatchewan has the opportunity to ensure this academic, cultural and economic engine flourishes with the establishment of a program in architecture at the University of Saskatchewan.

This Notice of Intent concerns the development of a professionally-accredited program in Architecture, as well as a new academic unit in which it will be housed. Saskatchewan is the only province west of the Maritimes without a school of architecture, and - at least partly as a result - has the second lowest provincial ratio of resident architects per capita in Canada, at about 116 architects per million people, compared to the national average of 428 per million. Even at that, there is a shortage of architects predicted nationally, as more professionals are expected to retire before 2020 than will be replaced. Furthermore, Saskatchewan is the only province in which the number of non-resident architects registered to practice exceeds the number of resident architects. The need for potential students of architecture to move to out-of-province programs and the contracting of services to out-of-province firms are limiting both human development and economic growth.

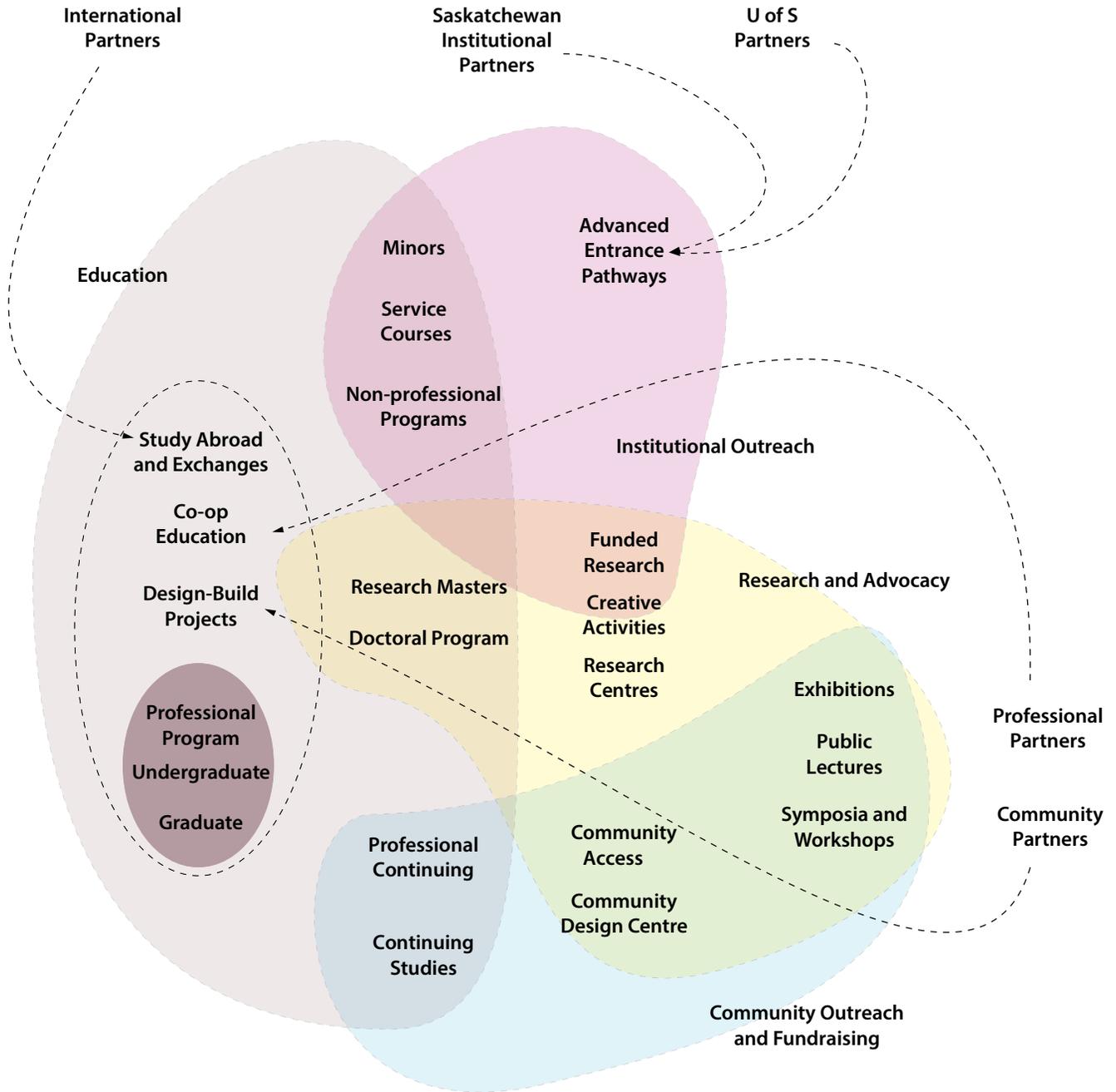
Equally important, Saskatchewan has not had the opportunity to gain from the added cultural and community benefits of architectural education - the development of an awareness of the built environment (and architectural culture), including the imperative for sustainable design; the ability for the program to assist in finding design solutions to community issues, including the issues of underserved and disadvantaged communities and groups; and the (more recent) collaborations between architectural education and other community and business groups in fostering entrepreneurship and innovation, especially around areas of emerging technologies of representation and advanced manufacturing.

Whether, at the end of the day, the new unit that emerges from this process is a Department in a College, a autonomous School, or a Program within an existing Department or School, it will inevitably have the type of complex organization that is typical of architecture units at other universities. For simplicity sake, and because in the end everyone will use this term, we will use the term "School of Architecture," understood as a generic term, to describe the unit and its programs. It will contain within it a number of programs at the Undergraduate and Graduate level, including the Professional Program discussed in this NOI. It will also have a strong mandate for discovery, and will take community outreach - to the architectural profession, to the construction industry, and to the general public and civic government - as an important third part of its mandate. As such, a university program in architecture mirrors the traditional three-part mandate of a university as a whole: teaching, research, and service.

Benefits of a School of Architecture to the University

In addition to the benefits to the Province's communities of a new School of Architecture, mentioned above, and the benefits to the architectural profession and the construction industry in the Province in terms of the development of a stronger architectural culture, the presence of a home-grown and educated workforce, and local support for research and innovation, a new School of Architecture will also bring significant benefits for the University.

First, Architecture, as a design-based discipline, has an important place and role within a university. Design-researchers will engage in questions of discovery through design: that is, through holistic and integrative thinking based in representational techniques, often very distinct from and complementary to the analytical approach of researchers in many other disciplines. Architectural researchers are often comfortable working collaboratively across disciplines, and can bring particular skill sets around design thinking, visualisation, and team management to give added value to research teams. Architectural researchers will also lead teams, often again with collaborators, on discovery projects related to the



Anatomy of a School of Architecture

Built Environment, Sustainable Design, Community Development, Institutional Frameworks and Advanced Manufacturing Technologies.

A School of Architecture will also be able to provide service teaching to the University community in areas such as design and visual thinking, as well as providing breadth electives in Architecture to students in other disciplines, enhancing overall design literacy at the University. Some schools of architecture have been successful in exporting the charette model of problem-solving to other areas of their universities.

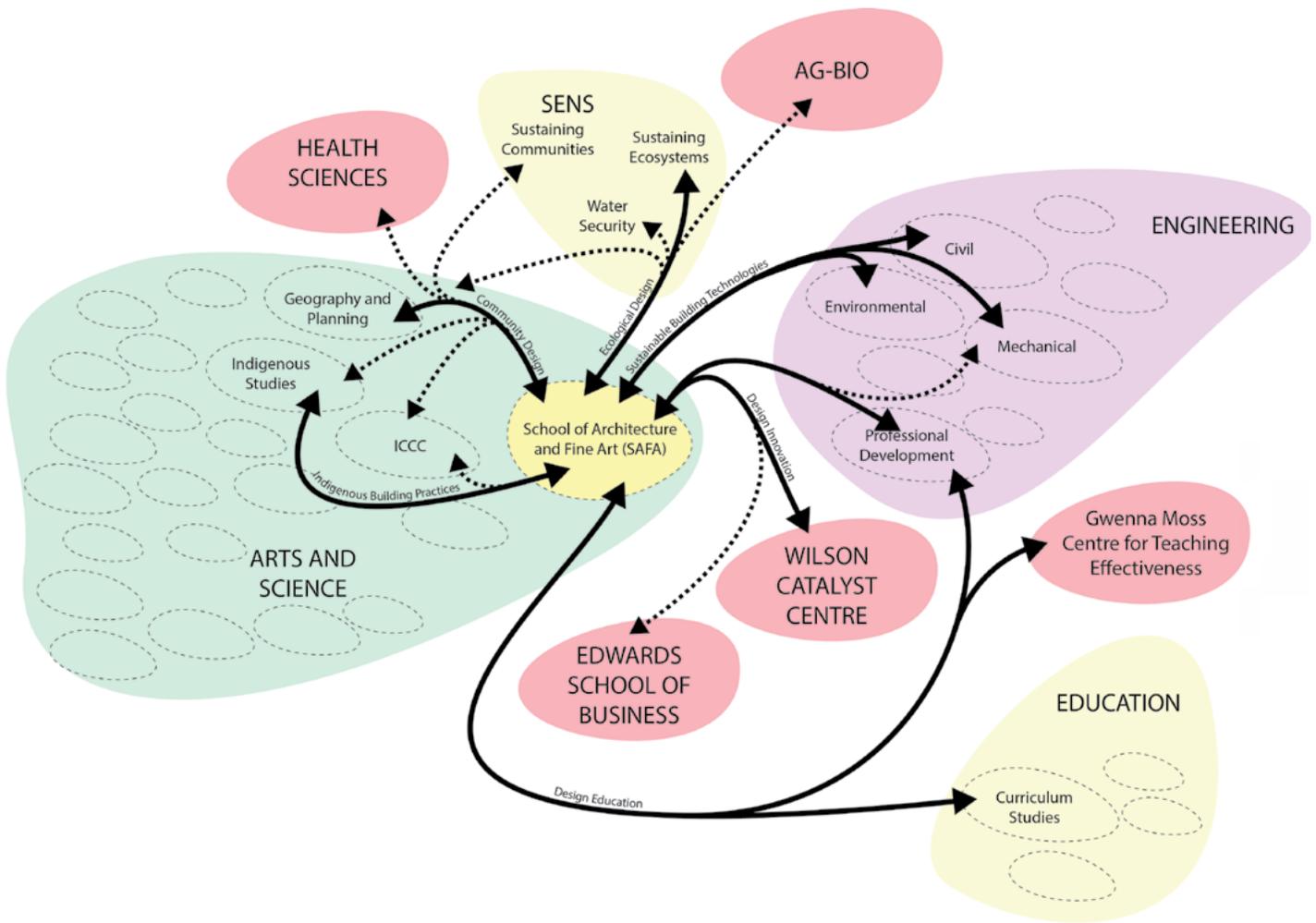
In addition, a School of Architecture will assist the University in developing even closer connections to its local and provincial communities through its engagement in questions of community development, through a robust program of public outreach events, and through its promotion of the quality of the built environment. In addition, a proposed site for the program in the John Deere Plow Building in downtown Saskatoon will help the University to play a direct role in the economic and cultural development of the city.

Guiding Principles for the School and its programs

Through an intensive series of consultations, we have developed the following five interlinked principles that will continue to inform the development of the School and its programs. We believe that these five principles flow directly from situation, history and future of Saskatchewan and of the University of Saskatchewan.

1. **A Sense of Place.**
The School and its programs will be deeply engaged in the environmental, ecological, economic, social and cultural situation of Saskatchewan, while recognizing the national and global networks within which Saskatchewan resides. A strong engagement with the technological needs for building in northern climates will be central to the mandate of the School.
2. **Collaboration and community**
In all its mandates (Education, Discovery, and Community) the school will strive to engage in a meaningful way with other disciplines, including disciplines not traditionally considered to be related to architecture. The School and its programs will prioritize collaboration amongst peers, classmates and colleagues, between the University and other parts of the post-secondary education sector in the Province, and with community agencies, non-profit groups, and individuals. The School will strive to support communities - local, provincial, and global - in their development, including actively supporting the growth of a design culture, industry and community in Saskatchewan.
3. **The Importance of Making**
The School and its programs will be grounded in the act of making, understood as a means of constructing identity, community and place through engagement with physical materials. The School will incorporate activities such as design-build and other “making” projects at full scale, and ensure that the technical requirements of building are foregrounded.
4. **An Entrepreneurial Spirit**
The School and its programs will recognize that both design and community-building are entrepreneurial activities. The School will actively look for opportunities to innovate in fulfilling its three-part mandate and will strive to provide students with the business skills and leadership qualities required to become successful actors in their communities after graduation.
5. **Meaningful Engagement with Indigenous Ways of Knowing**
The School and its programs will engage with essential concepts of Indigenous knowledge - the land, community, stories. The School will look for opportunities to connect students and academics with Indigenous communities, and to include Indigenous teachers and elders in its operations.

**Notice of Intent:
School of Architecture and Visual Art**



**Proposed Institutional Linkages,
School of Architecture and Visual Art**

Notice of Intent: School of Architecture and Visual Art

1. Name of Department

We propose that the new Department be named “School of Architecture and Visual Art.” The term “School” has strong and persistent roots in relation to architectural education. Regardless of the official term used to designate the unit within the University and regardless of its formal organization, it will inevitably be referred to by students, university administration, and the general public as the School of Architecture. We therefore recommend using it as the formal name of the unit in order to avoid confusion and misunderstanding.

We recommend that the School be formed as a reorganization and re-naming of the existing Department of Art and Art History. This arrangement has been agreed to in principle by the faculty in Art and Art History as a result of a vote in a faculty meeting on February 25, 2016. We make the following preliminary notes about this arrangement (please note that all terminology used in what follows is preliminary).

1. The School will operate as a department within the College of Arts and Science. Certain administrative and curricular aspects of the School - admission requirements and processes, tuition levels, accreditation requirements - as well as standards for tenure and possibly promotion, will be different for the School than for other departments in the College (existing expectations for College-level review will be maintained).
2. The School will be led by a single Director, with Associate Directors for Art and Architecture. These titles may need to be revisited to fit within UofS practice.
3. Existing programs in Art and Art History will not be affected by the development of the School.
4. In order to develop and maintain robust connections across the University, we propose organizing several formal “domains” - areas of research, service and teaching. These domains will be developed through initial hiring and through cross-appointments. Domains proposed are:
 - **Sustainable Building Technologies:** in partnership with the College of Engineering, with the mandate to develop building technologies in the context of cold climates. This group will be responsible for program components in technology.
 - **Design Education:** in partnership with the College of Engineering and the College of Education, with the mandate to further design education across the campus and the province, and to develop and implement strategies to respond to the impact of technological development on design education.
 - **Design Innovation:** in partnership with the College of Engineering and the Wilson Catalyst Centre, with the mandate to further innovation in the development of new design processes, tools and methods.
 - **Indigenous Building Practices:** in partnership with the Department of Indigenous Studies, with the mandate to further understand indigenous building practices world-wide and locally, and to engage indigenous students and communities.
 - **Community Design:** in partnership with Regional and Urban Planning, with the mandate to assist communities, locally and globally, in their development through design activities carried out with community groups.
 - **Environmental and Ecological Design:** in partnership with SENS, with the mandate to use the tools of design to further study and provide stewardship for ecological and environmental issues.



2. Academic Rationale.

Terms of Reference

Please explain why this department is needed. Provide a brief description of the goals of the department and consistency with institutional priorities as expressed in the Strategic Directions and the Foundational documents. Where relevant, the proposal should also indicate whether the establishment of the department is consistent with the goals of constituent college stated in Integrated College Plans, and whether the creation of the department has been identified as an objective in any Integrated College Plan. This statement should include information about department objectives, need for the department, demand, uniqueness and the expertise of the sponsoring unit. As well there should be a brief discussion of programs that will be developed and delivered by the department. Specify if programs will be transferred to the department or if new programs will be developed, or both.

The School of Architecture is needed in order to house a professionally accredited program in architecture, which is being developed concurrently with this proposal. The development of the proposal for a School of Architecture at the University of Saskatchewan has broad support in the University and in the community, and the process has been a lengthy one (described further in “consultation,” below).

Vision, Mission, Mandate and Principles

Our vision is of a Saskatchewan with a thriving culture of architecture and design, in which the quality of place is an important value, and in which individuals and communities are empowered to create great places in which to live, work and play.

The mission of the School of Architecture is to work collaboratively with the people of Saskatchewan to design and make a better world. The Saskatchewan School of Architecture will be recognized internationally for its programs in architecture that are rooted in the particular environmental, ecological, economic, social and cultural situation of Saskatchewan, while cognizant of the global networks in which Saskatchewan resides. It will engage in programs of discovery that benefit the people of Saskatchewan and are of value beyond Saskatchewan’s borders. It will be a centre for the collaborative production of excellent places.

The School of Architecture will achieve this mission through a three-part mandate:

Education

- Provide an accredited, internationally recognized professional education in Architecture. Incorporate a range of innovative learning experiences including design studio, co-op education, study abroad and design-build projects.
- Strengthen collaboration across the post-secondary education sector in Saskatchewan, including with Saskatchewan Polytechnic.
- Support the economic and personal development of Saskatchewan’s indigenous peoples, and engage meaningfully with Indigenous world-views.

Discovery

- Make use of the primary disciplinary competencies of architecture, including the ability to think holistically and integratively about complex systems, to develop research expertise in areas fundamental to the development and well-being of Saskatchewan and its people, and important to a broader global population.
- Develop expertise in relation to the design and production of sustainable buildings and communities in cold climates. Build the capacity for innovation. Foster the development of building products and technologies that are compatible with the region and support Saskatchewan industry.
- Engage collaboratively with colleagues from other areas of the University and with external partners to create new knowledge about, and opportunities for, Saskatchewan.

Community

- Build a high quality environment and make Saskatchewan a place where people want to be; encourage and foster the design and construction of healthier buildings and communities.
- Build a creative class. Schools of Architecture foster the development of industrial and interior design, landscape architecture and urban design.
- Support increased trade, investment and exports through international engagement.

In carrying out this mandate the Saskatchewan School of Architecture will adhere to the following principles:

A Sense of Place: The School and its programs will be deeply engaged in the environmental, ecological, economic, social and cultural situation of Saskatchewan, while recognizing the national and global networks within which Saskatchewan resides. A strong engagement with the technological needs for building in northern climates will be central to the mandate of the School.

Collaboration and community: In all its mandates (Education, Discovery, and Community) the school will strive to engage in a meaningful way with other disciplines, including disciplines not traditionally considered to be related to architecture. The School and its programs will prioritize collaboration amongst peers, classmates and colleagues, between the University and other parts of the post-secondary education sector in the Province, and with community agencies, non-profit groups, and individuals. The School will strive to support communities - local, provincial, and global - in their development, including actively supporting the growth of a design culture, industry and community in Saskatchewan.

The Importance of Making: The School and its programs will be grounded in the act of making, understood as a means of constructing identity, community and place through engagement with physical materials. The School will incorporate activities such as design-build and other “making” projects at full scale, and ensure that the technical requirements of building are foregrounded.

An Entrepreneurial Spirit: The School and its programs will recognize that both design and community-building are entrepreneurial activities. The School will actively look for opportunities to innovate in fulfilling its three-part mandate and will strive to provide students with the business skills and leadership qualities needed to successful actors in their communities after graduation.

A Meaningful Engagement with Indigenous Ways of Knowing: The School and its programs will engage with essential concepts of Indigenous knowledge - the land, community, stories. The School will look for opportunities to connect students and academics with Indigenous communities, and to include Indigenous teachers and elders in its operations.

Consistency with Institutional Priorities

The School of Architecture will be a strong contributor to the University in achieving its strategic goals. The School’s mandate will be aligned with priorities set in the Third Integrated Plan:

- Knowledge Creation: the School will have an important mandate to carry out discovery activities. It will focus on issues related to what makes Saskatchewan unique and on initiatives that will help Saskatchewan to grow.
- Innovation in Academic Programs and Services: the School will offer innovative programs, including a professional program in architecture that will be the first in Saskatchewan.
- Aboriginal Engagement: the School will seek to actively promote the economic and personal development of aboriginal communities and students, and will incorporate an indigenous world-view within its programs.
- Culture and Community: the School will promote the quality of place as a central focus of interest, and will support that focus through an integrated set of initiatives that will allow the School to engage reciprocally with the Saskatchewan community.

The School will also be supportive of the priorities and aspirations outlined in the Foundation Documents. It will incorporate a program of community outreach that is integrated with its programs and with its discovery mandate, mutually beneficial to the community and the University, interactive in relationships with communities, and intimately linked to the well-being of the local and provincial communities with which the School will interact (Lectures and exhibitions, community design charrettes, community design centre, design-build activities, design competitions). It will provide an innovative model for education within the context of the University of Saskatchewan through the studio and will focus on developing core skills in students as identified in the Foundational Document on Teaching and Learning; as is the norm for schools of architecture in Canada, and discussed above, it will take an aggressive position in developing experiential learning activities (co op programs, design-build activities, community charrettes, competitions). Its faculty members will carry out a robust mandate for Research, Scholarly and Artistic work focused on key areas related to the problems of the built environment in Saskatchewan and the potential for growth in its creative sector. It will be an active participant in the development of relationships with First Nations and Metis communities and individuals in the province and abroad, and will incorporate a number of international activities and opportunities, as is the norm for schools

of architecture in Canada (student and faculty exchanges, taught-abroad components, international guest lecturers, international discovery activities). It will support the continued development of ICT proficiency on campus through an interest and investment in Advanced Manufacturing Technologies (Digital Fabrication). Finally, it will assist the University in increasing and diversifying enrolment by appealing to multiple potential applicant groups in its programs.

Consistency with College Goals: The development of a School of Architecture and Visual Art was not envisioned in previous strategic planning cycles for the College of Arts and Science. However, the School will contribute significantly to a number of identified college-specific goals as identified in the *College of Arts and Science Plan for the Third Planning Cycle, 2012-2016*, particularly in the priority area of *achieving engagement*. The School in its design and structure will foster interdisciplinarity and academic relationship-building. It will help to strengthen research, scholarly and artistic work capacity through the development of new resources for the University community as well as by bringing multiple disciplines together in broad systemic research thinking. It will assist in making the College attractive to students through the implementation of innovative teaching methodologies including extra-disciplinary courses in design methods and design thinking, and it will help the College to develop a meaningful engagement with indigenous communities.

Programs

The School of Architecture intends to develop and offer a new professional program in Architecture which will be accredited by the Canadian Architectural Certification Board. The Professional Program will be made up of two components: a Bachelor of Design (preliminary degree name) and a Master of Architecture. In order to be eligible for architectural licensure, students will be required to complete the M.Arch. degree. The proposed program is described in preliminary fashion in Part 3 of this document.

Impact and relationships

Please indicate how this proposal relates to other department or college activities and plans, including the impact it will have on other departments' activities, on colleagues, on students and on other departments or colleges outside of the sponsoring college. This section should include a description of the links which are anticipated with individuals, groups or organizations at other institutions or outside the university setting.

The School of Architecture will provide opportunities for interdisciplinary collaboration in both teaching and discovery activities. Faculty from a number of other disciplines, including Engineering, Regional and Urban Planning, and Art and Art History will be invited to participate in teaching within the School, and students in Architecture programs will be required to take courses in other areas of the University. In addition, the School of Architecture intends to offer non-specialist courses for students in other programs and to offer expertise in its core areas of design and design thinking to other departments.

The School will have a working relationship with the program in Architectural Technology at Saskatchewan Polytechnic. We are investigating the possibility of developing an articulation agreement that would allow graduate of the three-year diploma program at Saskatchewan Polytechnic access to the B.Des. (Arch) with advanced standing. We are also investigating the possibility of collaborating with Saskatchewan Polytechnic students and faculty in carrying out design/build activities.

The School initiative has already developed a strong relationship with the Saskatchewan Association of Architects, which has been a partner (including a financial partner) in the development of this proposal.

Consultation

Describe the consultation process followed in putting together this proposal, including letters of support from Dean(s), from faculty who might be involved in the proposed department and others as appropriate.

This proposal is the outcome of a multi-year process of investigation into the possibility of forming a professional program in architecture at the University of Saskatchewan. As this history shows, the program is supported by many elements of the University as well as the Saskatchewan Association of Architects, the construction industry in the province, and the City of Saskatoon. It also has broad support in the general community. The program is timely, given economic and cultural growth in the province; an increased awareness of the environmental impact of building activities, and the need for

sustainable building practices; and the emergence of new building and manufacturing technologies into the industry (and into society at large).

The University of Saskatchewan began examining the creation of a program in architecture in 2009, under the direction of Provost and Vice-President Academic Brett Fairbairn. In 2011, directors from three Canadian schools of architecture were engaged in an extensive peer advisory exercise. The panel consisted of Michael Jemtrud, former Director of the McGill School of Architecture, Frank Fantauzzi, Head of the University of Manitoba Department of Architecture, and Dr. Kendra Schank-Smith, Chair of Ryerson University's Department of Architectural Science. The panel concluded that the program proposed by the Uof S could meet the requirements of the Canadian accrediting body but recommended hiring a director, who could develop a specific program for approval by the U of S Council. In this initial phase of enquiry, a sample academic program was created and costed, the economic impact of the program to the province was studied in detail, and presented in a report, *Business Case for a Program in Architecture at the University of Saskatchewan*, 2012. In 2011/12, 2012/13 and 2013/14, the initiative was included in the University's Operations Forecast.

In 2010, Saskatoon's City Council offered the John Deere Plow building, a 100 year-old historic downtown warehouse structure, as an in-kind donation to the University for the School of Architecture. A Building Condition Assessment was conducted by Stantec Architecture in late 2011 to examine the physical condition of the building and its systems and to confirm its appropriateness as a home for the architecture program. The findings revealed the building is fundamentally sound in structure, of adequate size and configuration to accommodate the program and is historically significant in the warehouse district of Saskatoon. The John Deere Plow building is still available as a potential home for the school.

The value of a school of architecture to other programs at the U of S was explored through a symposium series sponsored by the U of S in 2013. Three substantive areas of architectural investigation were examined with the assistance of nine internationally renowned architectural academics and practitioners:

- **Material and Technological Innovation:** Nader Tehrani (MIT), Anton Garcia-Abril (MIT), Herb Enns (University of Manitoba);
- **Environment, Community and Culture:** Douglas Cardinal, Architect, Ray Cole (University of British Columbia), Terrance Galvin (Laurentian University).
- **Design Thinking and Pedagogical Innovation:** Katerina Ruedi Ray (Bowling Green State Univ), Clive Knights (Portland State University), Leslie Van Duzer (University of British Columbia).

Representatives of many disciplines at the U of S engaged in exploration of potential interconnections and synergies with the discipline of architecture. A report by the Dean of Engineering, Ernie Barber, to the Provost, Brett Fairbairn was written, drawing conclusions from this exercise: *Assessing the Opportunity for a New Academic Program in Professional Architecture*, October 2013. This report underlined the need for a School of Architecture at the UofS to be structured on an integrative, interdisciplinary model, closely connected to existing programs and departments at the U of S. It also recommended the creation of a new position to lead the School of Architecture initiative.

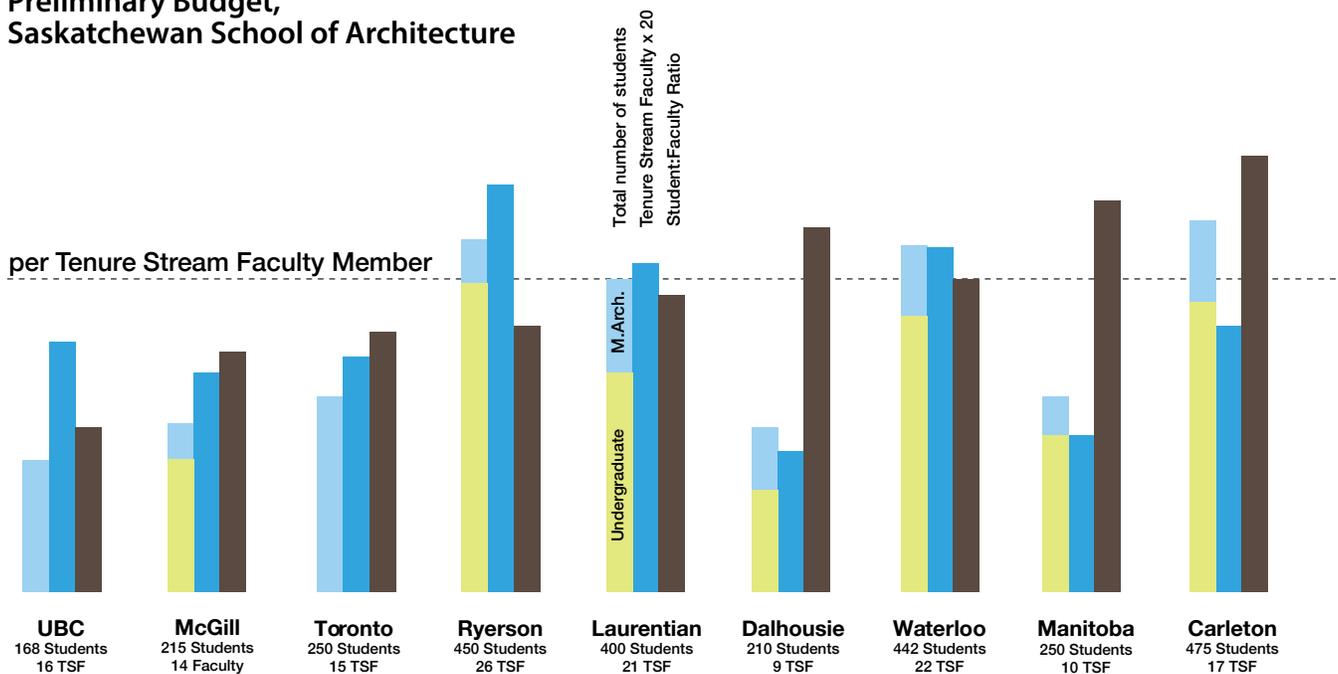
In December 2014, PCIP approved seed funding for the creation of the position of Project Director. Matching seed funding from the Saskatchewan Association of Architects was achieved in May 2015. In November 2015, a team was selected and engaged to collaborate on a consulting basis in the further development of the School of Architecture proposal, led by Colin Ripley of the architectural firm RVTR. Mr. Ripley is a Professor in the Department of Architectural Science at Ryerson University, and the former Chair of that Department. He is also President of the Canadian Architectural Certification Board.

In December 2015 and January 2016, Mr. Ripley met with numerous individuals² at the University in order to discuss the possibility for the School and to begin to determine its organization. In the first week of February, 2016, a series of working sessions and open house engagement sessions were held with various stakeholder groups, both internal and external to the University. Over 250 people attended these open house sessions, and over 100 completed an on-line survey.

² Peter Stoicheff, President; Ernie Barber, Interim Provost; Peta Bonham-Smith, Interim Dean, College of Arts and Sciences; Adam Baxter-Jones, Acting Dean, College of Graduate Studies and Research; Trevor Crowe, Associate Dean, College of Graduate Studies and Research; Lisa Kalynchuk, Chair, Priorities and Planning Committee; Academic Programs Committee Executive (Kevin Flynn, Chair; Ganesh Vaidyanathan, Vice-Chair; Patti McDougall, Vice-Provost Teaching & Learning; Russell Isinger, University Registrar; Amanda Storey, University Secretary's Office); Dean of the Library, Vicki Williamson; Library Associate Dean, Charlene Sorensen; Liz Duret, Diversity and Inclusion Consultant; Daphne Taras, Dean, Edwards School of Business; Toddi Steelman, Executive Director, School of Environment and Sustainability; Jill Gunn, Acting Vice-Dean, Programs, College of Arts and Science; Candace Wasacase-Lafferty, Director of Aboriginal Initiatives; John Rigby, Interim Associate Provost, Institutional Planning and Assessment; Faculty from Regional and Urban Planning; Faculty from Art and Art History; Don Bergman, Interim Dean, College of Engineering.

Director (0.5 FTE teaching, 0.5 FTE admin)	1	170,000	170000		
Program Director (0.5 FTE teaching, 0.5 FTE admin)	1	162,000	162000		
Career Faculty salaries and benefits	10	150,000	1500000		
Sessional Lecturers - studio	10	12,000	120000		
Sessional Lecturers - other	3	7500	22500		
Teaching Assistants	16	5000	80000		
Librarian	0.5	130000	65000		
Academic Salaries and Benefits				\$2,119,500.00	
Staff - Admin Coord/EA	1	85000	85000		
Staff - AA	2	60000	120000		
Technical Staff	2	75000	150000		
Non-Academic Salaries and Benefits				\$355,000.00	
Graduate Student Stipends			360000	\$360,000.00	
Direct Non-Salary Operating Costs			350000	\$350,000.00	
Total Direct Costs					\$3,184,500.00
Maintenance			100,000		
Library			40000		
ICT			100000		
College-level overhead (15% of operating)			477675		
University overhead (15% of operating)			477675		
Total Overhead					\$1,195,350.00
Total					\$4,379,850.00

Preliminary Budget, Saskatchewan School of Architecture



Student:Faculty Ratios Professional Programs in Architecture in Canada

Data: Canadian Architect Magazine

Scholarly Work

Identify as specifically as possible particular scholars or groups of researchers who would be employed by or affiliated with the work of the department. This section should describe how the expertise and activities of these scholars will contribute to the work of the department, or enable it to realize its objectives.

We anticipate, preliminarily, that approximately 12 new tenure-stream faculty members will need to be hired in order for the School to offer the professional program in architecture (including Program and School administrative faculty). These faculty members will carry out a broad range of research activities related to the core values of the discipline of architecture and the uniqueness and needs of the Province of Saskatchewan.

Scholarly work will be organized, in the first instance, in relation to the six “domains” listed above.

3. Department Management.

Describe clearly the management structure which will be put in place to administer the department. The Dean who is administratively accountable for the Department should be identified and the mechanisms for reporting should be outlined. A contact person or persons should be identified.

The School of Art and Architecture will be administered by a Director who will be supported by Associate Directors for Art and for Architecture. We further recommend that each of the “domains” be supported by a designated faculty lead (title, if any, TBD). The Director will report to the Dean of Arts and Science.

The Director will be responsible for teaching assignments (in consultation with the Program Directors) and overall budget and be the linkage to the College and above as well as external relations (such as professional relations, accreditation and fundraising). The Director will also be responsible for facilities and staff. The Associate Directors will be more operational, dealing with items such as admissions, scheduling, appeals, curricular development and advising.

Lead domain faculty will report to the Director and may collaborate with Associate Directors on curricular issues if and when appropriate. In some or most cases, the domain leads will have a cross-reporting function to an individual in one or more partner unit(s).

More detailed reporting mechanisms will be developed prior to submitting a full proposal.

4. Resources and Budget.

The process for approval of the creation of departments is intended to ensure that the allocation of University resources to them is made in a way which is consistent with the allocation of resources to other activities within the University, and also that departments have a clear means through which they can access the resources necessary to their effective operation. The budget should include projected faculty and support staff numbers along with an estimate of resources necessary to support the ongoing activities of the department.

Please describe the proposed financial basis for the department. This should include the sources of funding for the department, including whether a re-allocation of funds or in-kind resources from a department, college or the University will be required.

The budget should also include information about space, ICT and other infrastructure support and needs which would be used to establish the department and sources of funding for this. Evidence of consultation with Facilities Management Division regarding physical resource requirements (space, renovations and equipment) should accompany the proposal.

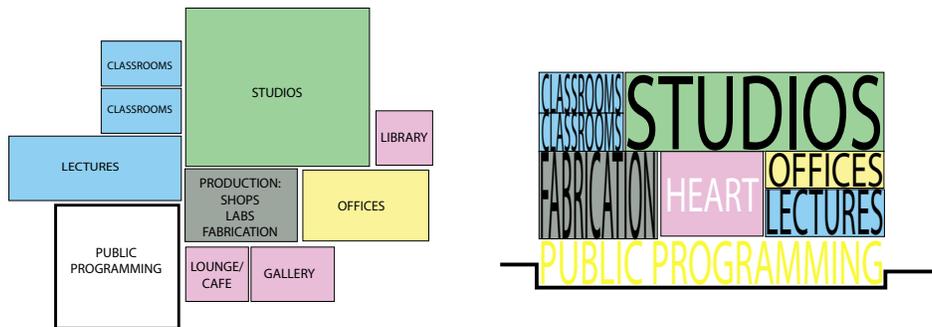
As we are submitting a concurrent application for the establishment of the School’s professional program, it is difficult if not impossible to separate the resource implications of the program from those of the School. As a result, in what follows we are discussing the resource needs of the School. Except as noted below, additional resources will be needed in order to found and operate the School and its programs. PCIP has been consulted in these discussions.

Financial Resources (operating): We anticipate a total yearly operating budget of \$4.4Million, which breaks down as noted in the chart on the facing page, and as described below. This budget does not include capital costs related to start-up, and will be partially offset by tuition revenues described below.

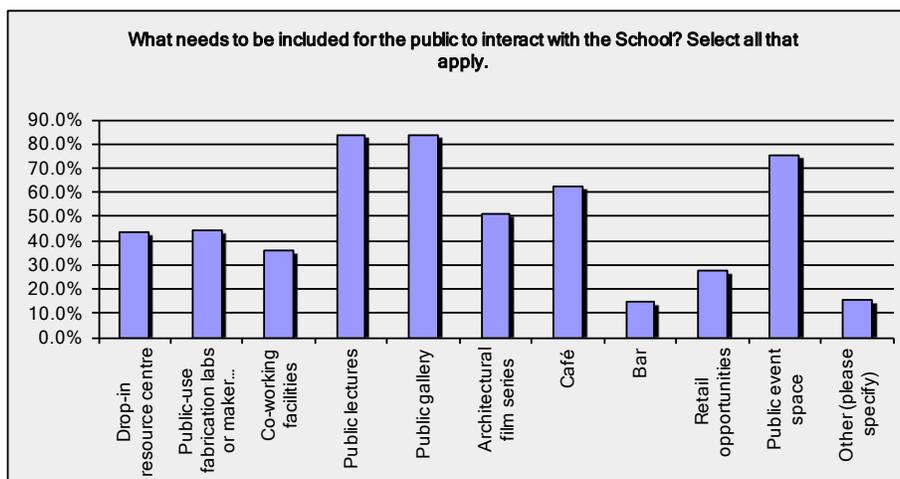
Faculty Resources: The program as outlined in this proposal will require approximately 11 FTE tenure stream faculty members for purposes of teaching and an additional 1.0 FTE for purposes of administration. This number is inclusive of teaching release for the Director and Architecture Program Director. Largely because of the Studio requirements, architecture programs make greater use of sessional instructors than many other disciplines. Across Canada, the stipends paid to studio instructors varies widely, from a minimum of \$8000 to a maximum of \$17,500 per term, with a median of \$12,000; as a result, we believe that an annual budget for sessional instructors of about \$120,000 is to be expected. In



John Deere Plow Building Saskatoon



John Deere Plow Building Program Diagrams



Survey Reponses: Facilities in the School of Architecture Building

Source: Surveymonkey survey, 90 responses.

most cases these sessional instructors will be practicing architects from the local community.

Staff Resources: We anticipate five full-time staff (Administrator, Admin Assistants, IT Technician, Workshop Technician).

Student Funding: Funding for Master of Architecture students varies from institution to institution across the country. As Professional students, they are sometimes not eligible for funding; however, the availability of funding is often a key issue in attracting students at other institutions. In this preliminary budget we have included an average funding level of \$4000 per student, which appears to be a “median” rate of funding across the country.

Space and Equipment: The program will require some 4000 m2 of new space. About 35% of this space will be devoted to studio, and the remainder to offices, administration, classrooms, a large lecture hall, workshops (machine and digital fabrication shops), and other miscellaneous spaces.

The John Deere Building in downtown Saskatoon has been offered to the University by the City of Saskatoon as a home for the new building. The John Deere Building appears to be ample in terms of size, and in a location that can be highly beneficial in terms of making connections to the community, but will need significant renovation and upgrading. Our current estimate is that the building renovation will require some \$20 Million.

Library and IT: Additional Library resources will be required. Following a preliminary discussion with the Dean of the Library, we estimate these ongoing costs at \$40,000 per year for acquisitions, as well as the addition of one new subject area librarian. IT support will be required but remains unquantified at this point in the process.

Tuition: A non-standard tuition will be recommended for this program. Benchmarking across Canada suggests that a tuition of approximately \$8000 per year would remain competitive with other programs (although the closest similar program, University of Manitoba, is among the least expensive in Canada, with a tuition of just over \$4000 per annum). A tuition of \$8000 per year would generate an anticipated revenue of \$1.44 Million.

5. Support.

New departments require formal approval by the faculty of the sponsoring college. Please indicate by inclusion of excerpts from approved minutes what form that support took.

Support should also be sought from the Provost's Committee on Integrated Planning (PCIP).

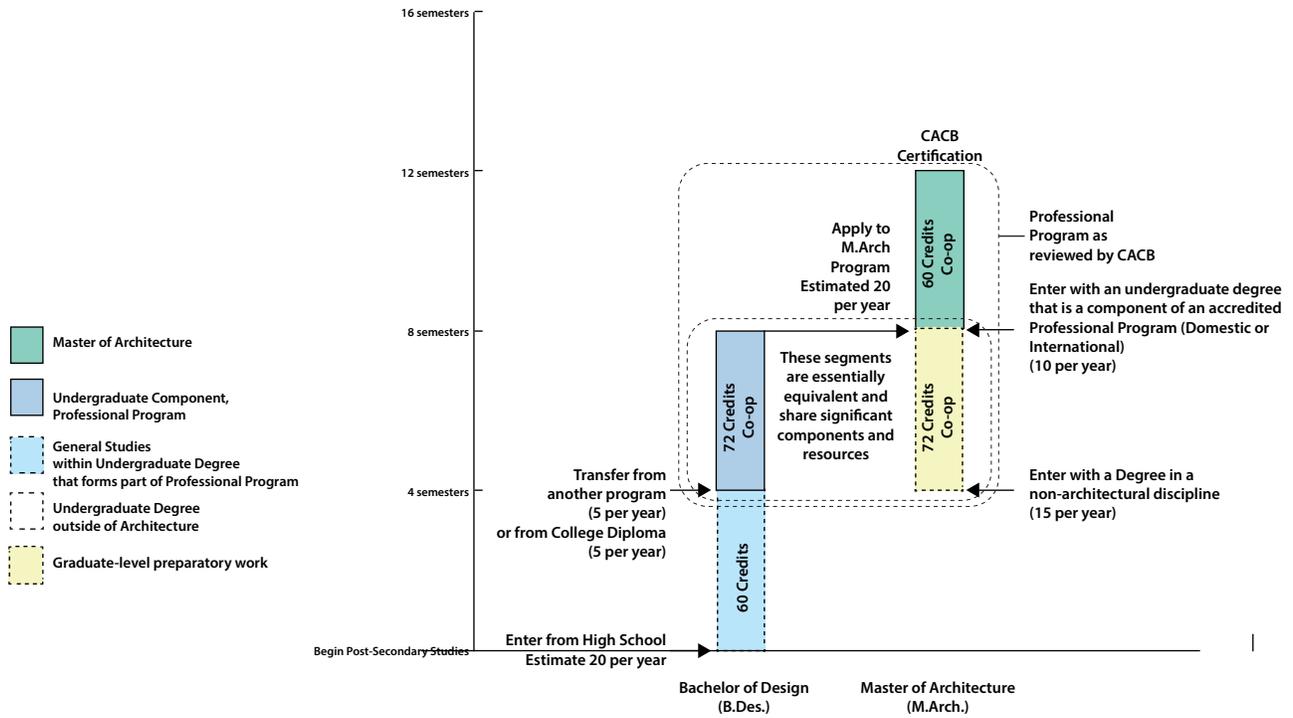
6. Systematic Review.

Once created departments will be subject to the normal review processes of the University.

7. Attachments.

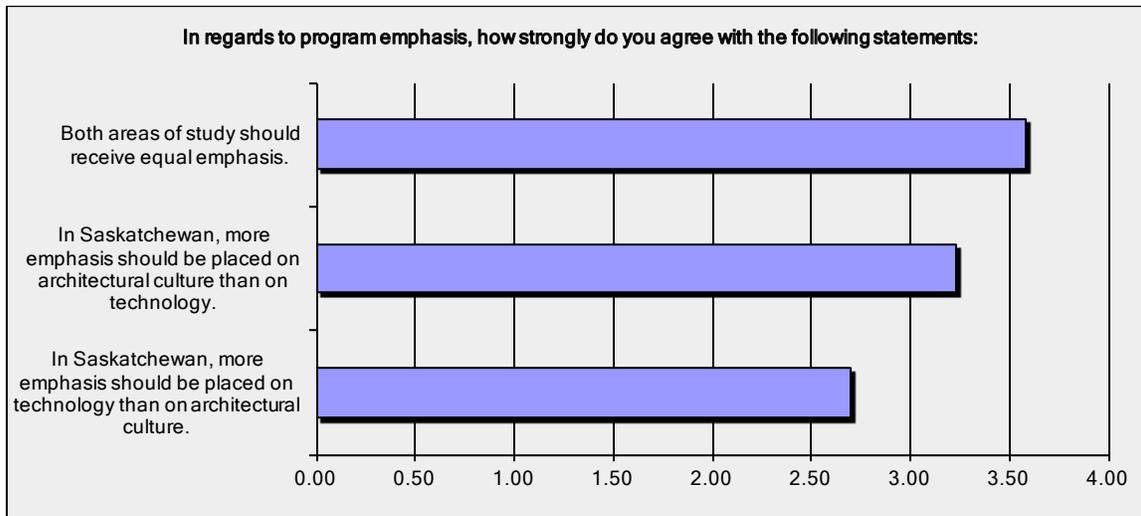
Attached to the Formal Proposal should be a copy of any letters of support, excerpts from approved faculty council minutes, and documentation to support the required consultation with Facilities Management Division.

Notice of Intent:
Professional Program in Architecture
Bachelor of Design (Architecture)
+ Master of Architecture



Preliminary Program Model

Proposed 2+2+2 Hybrid Program



Survey Reponses: Relative importance of Technology and Culture

Source: Surveymonkey survey. 85 responses.

Notice of Intent for a Professional Program in Architecture

A “First Look” Program Model for the School of Architecture at the University of Saskatchewan

Although we are very early in the process, enough clarity has developed that we can suggest a likely overall form for the new Professional Program. To begin with, and despite the complexity it engenders, it appears that a 2+2+2 Hybrid model is the most likely. This model allows entrants with a number of different backgrounds, maximizing in effect the applicant pool. In broad strokes, the program would be made up of two degrees:

- An undergraduate degree, Bachelor of Design in Architecture (tentative degree name) with two years (60 credits) of general studies followed by two years (72 credits)³ of Professional Studies, incorporating a co-op component; and
- A graduate degree, Master of Architecture, four academic terms in length (60 credits), preceded by a qualifying process of one to two years for holders of non-architectural degrees, incorporating a co-op component.

We therefore imagine a total program of 132 credits, in addition to the 60 credits of General Education. We further imagine a split among program components as follows:

- | | | |
|---|------------|--------------------|
| • Design Education | 45% to 55% | (60 to 72 credits) |
| • Building Technologies | 20% to 30% | (27 to 39 credits) |
| • Architectural Culture and Professional Practice | 20% to 30% | (27 to 39 credits) |
| • Professional electives (included in above) | 8% to 12% | (12 to 18 credits) |

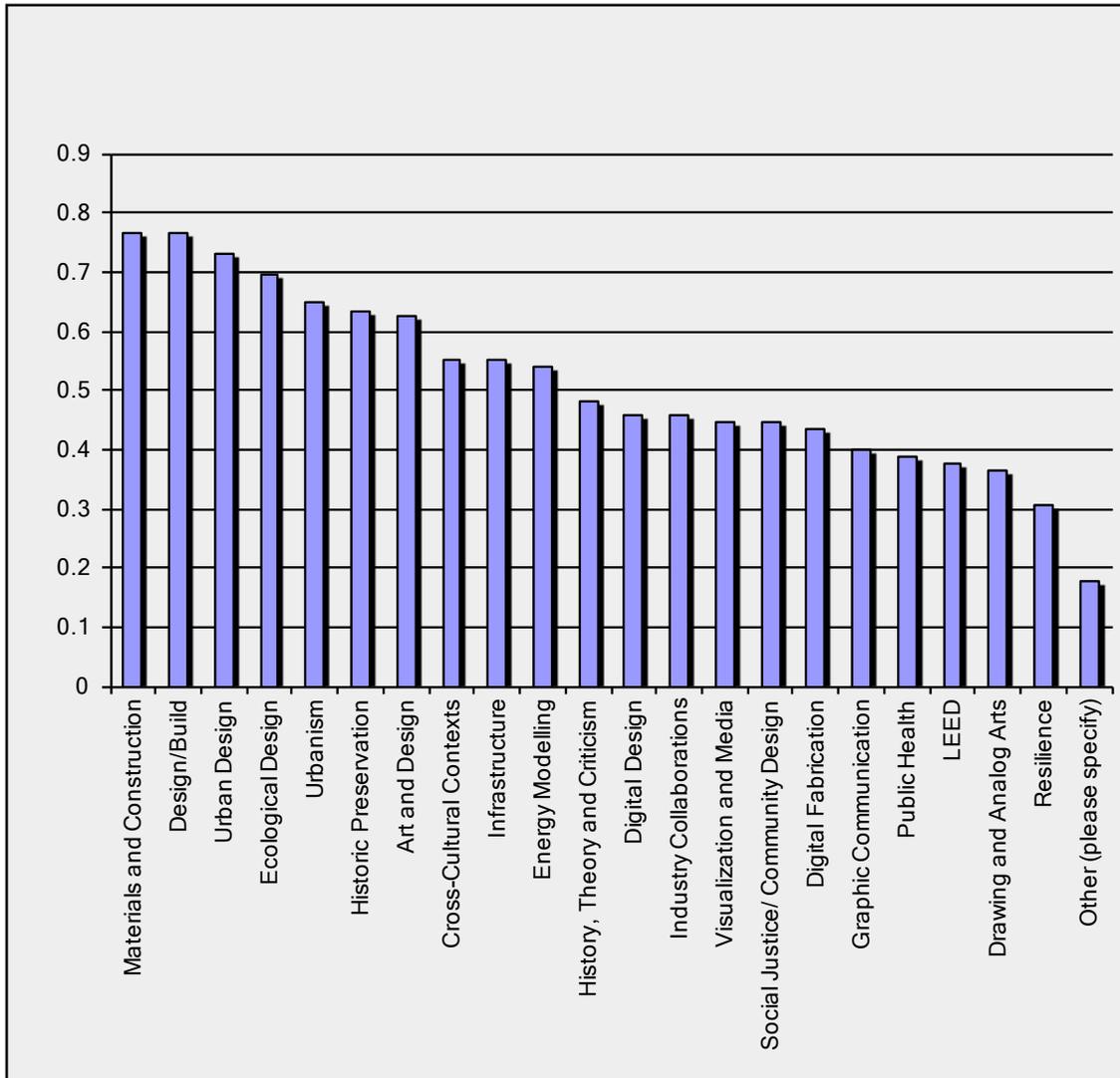
We anticipate that the program will have a rich mixture of co-curricular and experiential learning opportunities, including study abroad, cooperative education, community engagement activities, and design-build projects.

Learning Expectations: Program Goals

On graduation from the professional program in Architecture, students will be able to:

- employ intentional and well-developed design processes and articulate their theoretical bases, and in so doing, make use of the tools and techniques typical of architectural production, including new and emerging technologies.
- understand the larger theoretical, social, cultural, political, economic, technological and environmental contexts of architecture and the impact of ideas on its development. Graduates will also be able to undertake critical forms of research and analysis, and communicate about architecture within this broad range of contexts through writing, speaking, and graphic media.
- actively participate in the analysis design and integration of building technologies (in the context of building project) and understand the principles involved in the design of the various systems, the impacts of these systems on the design of a building as a whole, and the roles, requirements and priorities of the full range of specialists involved in the design and construction process.
- build on and apply investigative methods used in the design process, analyse and evaluate the implications of potential design options, and synthesize variables from spatial, material and technological systems into integrated architectural solutions of various scales and levels of complexity.
- apply skills in business, management and entrepreneurship to the development of career and project opportunities in architecture.
- collaborate with other members of society, and take on leadership positions, in matters related to the production and stewardship of our communities and environment; fully integrate public engagement into the practice of architecture.
- act in all of the above with a deep understanding of and engagement in the particular circumstances, issues and concerns of Saskatchewan, including a meaningful engagement with the concerns of Indigenous people of Saskatchewan, while understanding its relationship to increasingly globalized pressures.

³ The 72-credit program provides for a six-credit studio (typically 12 contact hours per week) as well as four three-credit courses per term. This is in keeping with the comparator programs in Canada (see page AEC-7 in Appendix 1).



Survey Reponses: Areas of Focus for the School of Architecture at the University of Saskatchewan

Source: Surveymonkey survey, 85 responses.

1. Motivation and Support

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

This NOI is the outcome of a multi-year process of investigation into the possibility of forming a professional program in architecture at the University of Saskatchewan. As this history shows, the program is supported by many elements of the University as well as the Saskatchewan Association of Architects, the construction industry in the province, and the City of Saskatoon. It also has broad support in the general community. The program is timely, given economic and cultural growth in the province; an increased awareness of the environmental impact of building activities, and the need for sustainable building practices; and the emergence of new building and manufacturing technologies into the industry (and into society at large).

The University of Saskatchewan began examining the creation of a program in architecture in 2009, under the direction of Provost and Vice-President Academic Brett Fairbairn. In 2011, directors from three Canadian schools of architecture were engaged in an extensive peer advisory exercise. The panel consisted of Michael Jemtrud, former Director of the McGill School of Architecture, Frank Fantauzzi, Head of the University of Manitoba Department of Architecture, and Dr. Kendra Schank-Smith, Chair of Ryerson University's Department of Architectural Science. The panel concluded that the program proposed by the Uof S could meet the requirements of the Canadian accrediting body but recommended hiring a director, who could develop a specific program for approval by the U of S Council. In this initial phase of enquiry, a sample academic program was created and costed, the economic impact of the program to the province was studied in detail, and presented in a report, *Business Case for a Program in Architecture at the University of Saskatchewan*, 2012. In 2011/12, 2012/13 and 2013/14, the initiative was included in the University's Operations Forecast.

In 2010, Saskatoon's City Council offered the John Deere Plow building, a 100 year-old historic downtown warehouse structure, as an in-kind donation to the University for the School of Architecture. A Building Condition Assessment was conducted by Stantec Architecture in late 2011 to examine the physical condition of the building and its systems and to confirm its appropriateness as a home for the architecture program. The findings revealed the building is fundamentally sound in structure, of adequate size and configuration to accommodate the program and is historically significant in the warehouse district of Saskatoon. The John Deere Plow building is still available as a potential home for the school.

The value of a school of architecture to other programs at the U of S was explored through a symposium series sponsored by the U of S in 2013. Three substantive areas of architectural investigation were examined with the assistance of nine internationally renowned architectural academics and practitioners:

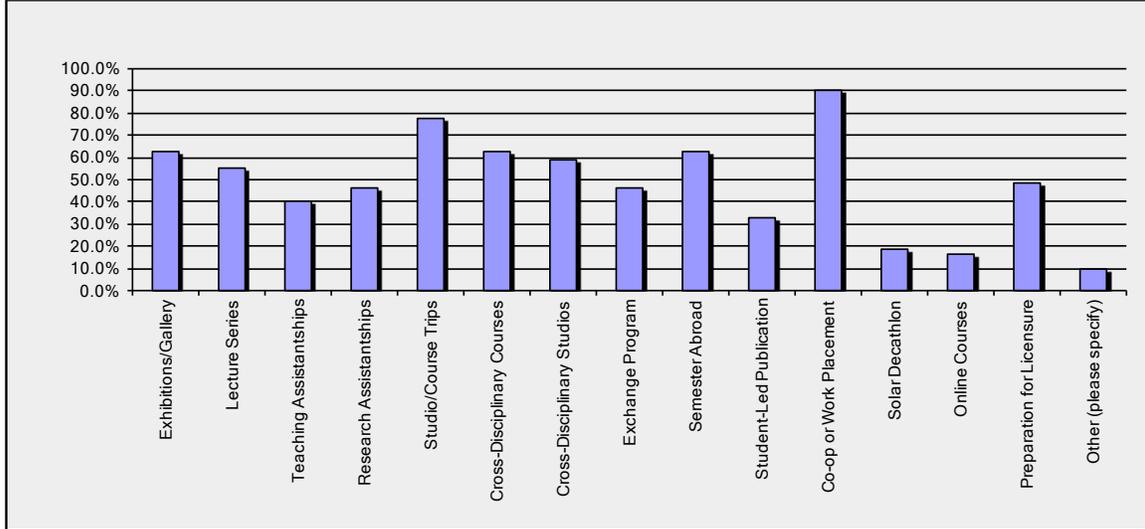
Material and Technological Innovation: Nader Tehrani (MIT), Anton Garcia-Abril (MIT), Herb Enns (University of Manitoba);

Environment, Community and Culture: Douglas Cardinal, Architect, Ray Cole (University of British Columbia), Terrance Galvin (Laurentian University).

Design Thinking and Pedagogical Innovation: Katerina Ruedi Ray (Bowling Green State Univ), Clive Knights (Portland State University), Leslie Van Duzer (University of British Columbia).

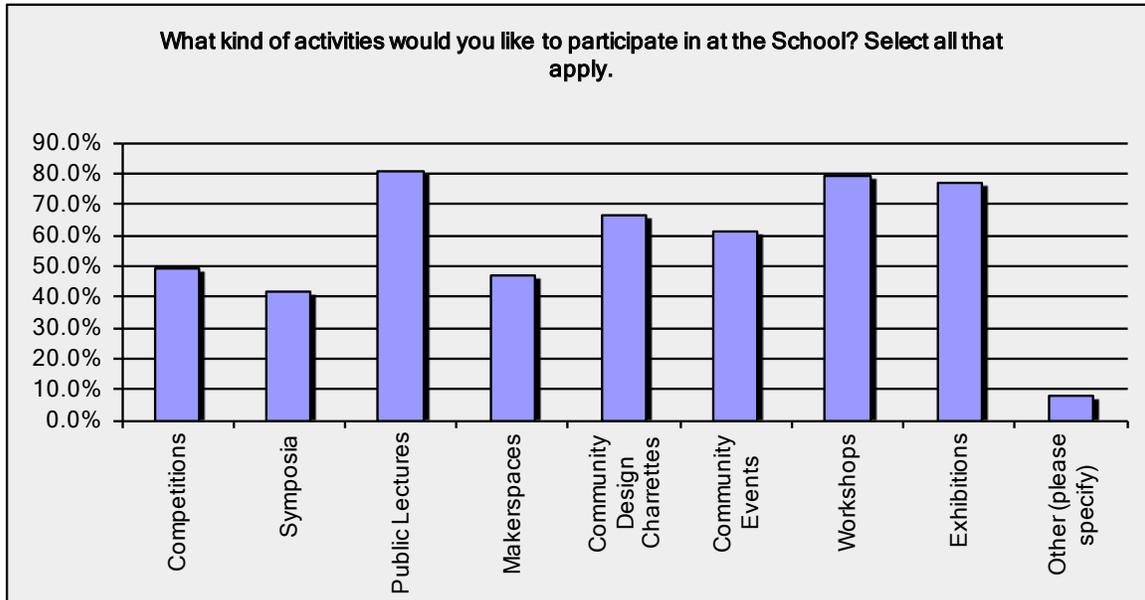
Representatives of many disciplines at the U of S engaged in exploration of potential interconnections and synergies with the discipline of architecture. A report by the Dean of Engineering, Ernie Barber, to the Provost, Brett Fairbairn was written, drawing conclusions from this exercise: *Assessing the Opportunity for a New Academic Program in Professional Architecture*, October 2013. This report underlined the need for a School of Architecture at the Uof S to be structured on an integrative, interdisciplinary model, closely connected to existing programs and departments at the U of S. It also recommended the creation of a new position to lead the School of Architecture initiative.

In December 2014, PCIP approved seed funding for the creation of the position of Project Director. Matching seed funding from the Saskatchewan Association of Architects was achieved in May 2015. In November 2016, a team was engaged to collaborate on a consulting basis in the further development of the School of Architecture proposal, led by Colin Ripley of the architectural firm RVTR. Mr. Ripley is a Professor in the Department of Architectural Science at Ryerson University, and the former Chair of that Department. He is also President of the Canadian Architectural Certification Board. In the first week of February, 2016, a series of working sessions and open house engagement sessions were held with various stakeholder groups, both internal and external to the University. In the first week of February, 2016, a series of working sessions and open house engagement sessions were held with various stakeholder groups, both internal and external to the University. Over 250 people attended these open house sessions, and over 100 completed an on-line survey.



Survey Reponses: Experiential Learning in the School of Architecture

Source: Surveymonkey survey, 80 Responses.



Survey Reponses: Outreach and Inreach for the School of Architecture

Source: Surveymonkey survey, 77 Responses.

2. Demand and Enrollment

What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

Student demand for this program is anticipated to be high. Based on statistics discussed above for Canada as a whole and applied to the demographic situation of Saskatchewan, it would be reasonable to expect 120 to 150 applicants to the undergraduate program, which could have a yield of 25 to 30 students. We would anticipate however that the draw for the program would be strong for out-of-province students as well, especially as there are no other undergraduate programs in architecture west of Winnipeg, including high-school leavers in Alberta could show a significant increase in possible intake.

In addition, one of the goals of the new program is to provide a pathway into the profession for students graduating with a Diploma in Architectural Technology, notably from Saskatchewan Polytechnic. This could conceivably provide an additional pool of five or so students per year.

As discussed above, it is difficult to estimate the applicant pool for graduates of non-architectural programs into an M.Arch. Although it is clear that there is unfulfilled demand in this segment, the new program will be in direct competition with the University of Calgary (although efforts to differentiate the program may help to ease this problem). In any case, a conservative estimate would suggest 75 to 125 applicants per year in this category.

A third category of applicants is those applying at the graduate level who already have a previous degree in architecture. Within Canada, this refers to students transferring from other CACB-accredited programs; these numbers can be expected to be very small, no more than one or two per year (at Ryerson we typically had no more than three or four of these applicants per year, despite the draw of Toronto). However, there are currently also many domestic students who are recent immigrants to Canada, with degrees in architecture from their home countries. Based on our experience, the University of Saskatchewan could reasonably expect five to fifteen such applicants in a given year.⁴

Finally, there is currently a high demand for Canadian degrees in architecture from foreign nationals, most notably from the middle east (especially Iran and Saudi Arabia). There is a potentially lucrative market for International graduate students in this program.

Preliminarily, we are basing projections on a total enrolment of 180 students - that is, with a cohort of 45 in the first two years of the program (3rd and 4th year undergraduate and graduate “qualifying”) and 45 in the last two years of the M.Arch. These might break down by applicants as follows:

First two years of the Professional Program (years 3/4, undergraduate + graduate “qualifying”):

- from high school: 25 students (projected 5:1 application to enrolment ratio)
- from College Diploma: 5 students
- in graduate qualifying: 15 students (projected 5:1 application to enrolment ratio)

Final two years (M.Arch.)⁵:

- Flow-in from B.Des. (Arch) 20 students
- Flow-in from qualifying 15 students
- Domestic foreign-trained 5 students
- International 3 students
- Transfers 2 students

⁴ These numbers are based on experience from 2007 to 2012 in the Ryerson M.Arch. application process.

⁵ In essence, attrition after the B.Des. (Arch) is made up for by transfers into the 2-year M.Arch. from abroad and from the other Canadian schools.

3. Consistency with Institutional Priorities

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

The School of Architecture will be a strong contributor to the University in achieving its strategic goals. The School's mandate will be aligned with priorities set in the Third Integrated Plan:

- Knowledge Creation: the School will have an important mandate to carry out discovery activities. It will focus on issues related to what makes Saskatchewan unique and on initiatives that will help Saskatchewan to grow.
- Innovation in Academic Programs and Services: the School will offer innovative programs, including a professional program in architecture that will be the first in Saskatchewan.
- Aboriginal Engagement: the School will seek to actively promote the economic and personal development of aboriginal communities and students, and will incorporate an Indigenous world-view within its programs.
- Culture and Community: the School will promote the quality of place as a central focus of interest, and will support that focus through an integrated set of initiatives that will allow the School to engage reciprocally with the Saskatchewan community.

The School will also be supportive of the priorities and aspirations outlined in the Foundation Documents. It will incorporate a program of community outreach that is integrated with its programs and with its discovery mandate, mutually beneficial to the community and the University, interactive in relationships with communities, and intimately linked to the well-being of the local and provincial communities with which the School will interact (Lectures and exhibitions, community design charrettes, community design centre, design-build activities, design competitions). It will provide an innovative model for education within the context of the University of Saskatchewan through the studio and will focus on developing core skills in students as identified in the Foundational Document on Teaching and Learning; as is the norm for schools of architecture in Canada, and discussed above, it will take an aggressive position in developing experiential learning activities (co op programs, design-build activities, community charrettes, competitions). Its faculty members will carry out a robust mandate for Research, Scholarly and Artistic work focused on key areas related to the problems of the built environment in Saskatchewan and the potential for growth in its creative sector. It will be an active participant in the development of relationships First Nations and Metis communities and individuals in the province and abroad, and will incorporate a number of international activities and opportunities, as is the norm for schools of architecture in Canada (student and faculty exchanges, taught-abroad components, international guest lecturers, international discovery activities). It will support the continued development of ICT proficiency on campus through an interest and investment in Advanced Manufacturing Technologies (Digital Fabrication). Finally, it will assist the University in increasing and diversifying enrolment by appealing to multiple potential applicant groups in its programs.

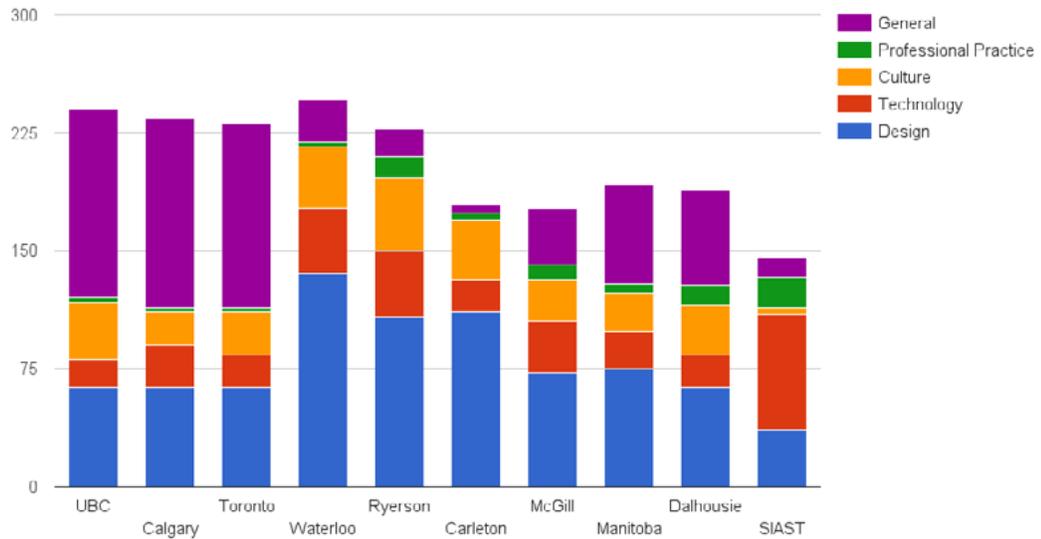
4. Relationships and Impacts

What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

The proposed program does not duplicate or significantly overlap with any other programs in the College or the University, and will be the only accredited architecture program in Saskatchewan. No programs will be deleted as a result of the new program. However, there are a number of programs at the University that have indirect relationships that can be mutually beneficial in terms of curricula or discovery.

Related Programs: The Regional and Urban Planning program shared objectives with architecture in relation to the quality of the built environment, as well as a basis in design, and there is likely to be the possibility of both research collaborations and crossovers in teaching, from both directions. Architecture students need at least an introduction to Urban Planning and Urban Design principles. Similarly, a reciprocal relationship could be developed with programs in Art and Art History; Studio Art and Architecture share a curricular structure in the studio, while it is not unusual for architectural history courses to be taught by Art History department.

Other Contributing Programs: While Architecture and Engineering have very different cultures and curricular structure, Engineering faculty are often called on to teach technical courses in architecture programs. This is especially true of



Program Components School of Architecture in Canada and Sask Poly Program in Architectural Technology

Director (0.5 FTE teaching, 0.5 FTE admin)	1	170,000	170000	
Program Director (0.5 FTE teaching, 0.5 FTE admin)	1	162,000	162000	
Career Faculty salaries and benefits	10	150,000	1500000	
Sessional Lecturers - studio	10	12,000	120000	
Sessional Lecturers - other	3	7500	22500	
Teaching Assistants	16	5000	80000	
Librarian	0.5	130000	65000	
Academic Salaries and Benefits				\$2,119,500.00
Staff - Admin Coord/EA	1	85000	85000	
Staff - AA	2	60000	120000	
Technical Staff	2	75000	150000	
Non-Academic Salaries and Benefits				\$355,000.00
Graduate Student Stipends			360000	\$360,000.00
Direct Non-Salary Operating Costs			350000	\$350,000.00
Total Direct Costs				\$3,184,500.00
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Total Overhead				\$1,195,350.00
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Preliminary Budget, School of Architecture

Civil, Mechanical, and Environmental Engineering. Conversely, advanced technical courses in Building Science may be of interest to engineering students. Curricular collaborations between architecture and engineering programs are rare and tend to be difficult to maintain because of the cultural differences, but there are some successful precedents.

While not yet explored in detail, there is the potential for interactions or collaborations at the curricular and discovery levels with the following programs at the University of Saskatchewan:

- Archaeology
- College of Medicine (around issues of healthy environments)
- Digital Culture and New Media
- Drama
- Environmental Science
- Indigenous Studies
- Interactive Systems Design
- Interdisciplinary Centre for Culture and Creativity
- Northern Studies
- School of Environment and Sustainability
- Studio Art
- The Wilson Centre for Entrepreneurial Excellence

Programs at other institutions: The program is expected to have a linkage with the Diploma programs in Architectural Technology at Saskatchewan Polytechnic. It must be stressed that the Sask Poly programs are not professionally-accredited programs in architecture and do not lead to architectural licensure. In addition, it should be stressed that Architectural Technology is a different discipline from Architecture, as the chart on the facing page, comparing program content in Schools of Architecture with that in the Sask Poly program makes clear.

Effect on enrollment in other programs: There is likely to be a small effect on enrollment in Regional and Urban Planning and in Studio Art, with a few applicants choosing architectural education instead, once it is available. In addition, a few students will likely choose to transfer into the architecture program from a number of other programs across the University.

5. Resources

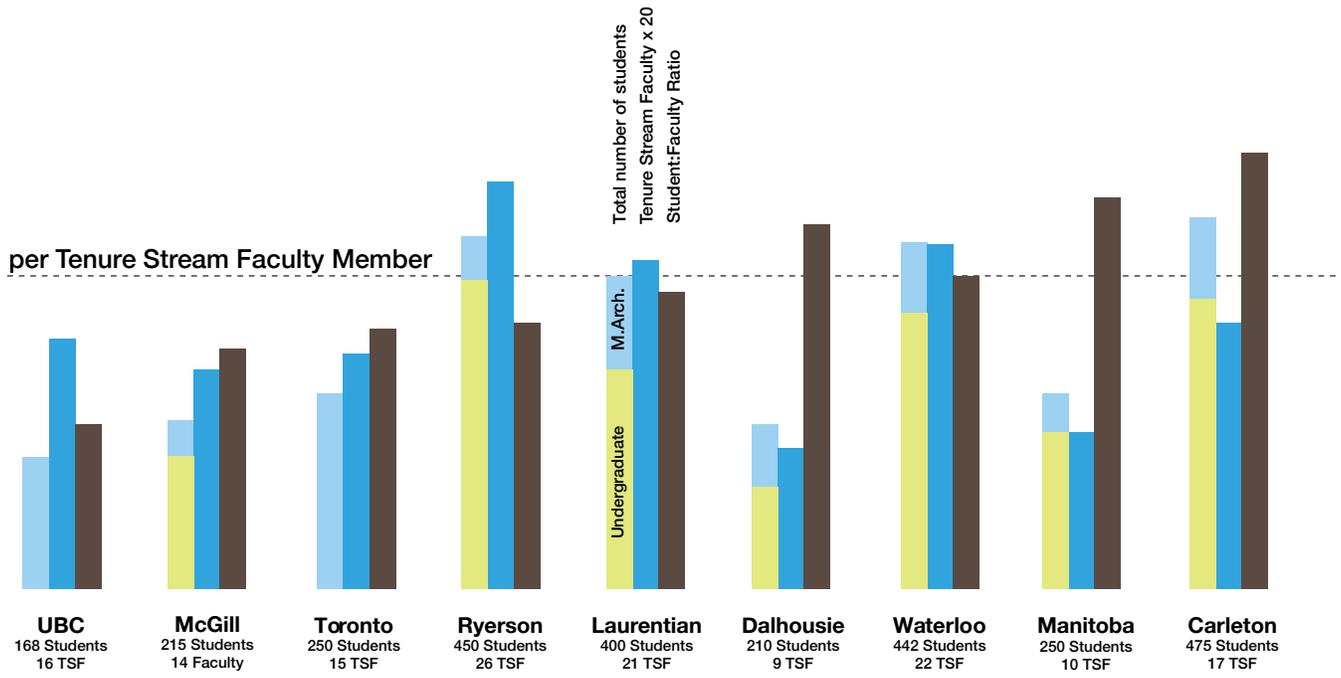
Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. Will standard or non-standard tuition be assessed for the program? Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program. Please also ensure the required covering letter, as outlined in the preamble, is attached.

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6. Risk Analysis

Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

There are a number of risks associated with initiating this new program, all of which are intertwined. While some of these are of minimal likelihood, others will need to be carefully planned for in this process.

Financial Risks: professional programs in architecture are expensive. The risk of failing to obtain stable external funding to operate the program is substantial both in terms of likelihood and in terms of impact. Both the likelihood and magnitude of this source of risk would be increased by a prolonged economic downturn, continued cuts to the grant from the Provincial government, or a failure to meet tuition/enrolment targets.

Community Risks: an inability to find stable external funding, for whatever reason, is likely to cause increased tensions with other disciplines at the University, particularly if they are able to attribute cuts in their own departments and programs to the costs of this new program. It is likely that there will be some portion of the University community that objects to this initiative on such grounds. On the other hand, there is significant support and demand for this program in the broader community in Saskatoon and in Saskatchewan, and failure to move forward with the program also brings the risk of damaging relationships with various external communities.

Performance Risks: there is a low risk that the program is not able to meet its enrolment targets. Estimates and projections made in this NOI are conservative and should be attainable at program maturity, if not initially. There is an additional risk that the program is unable to achieve CACB accreditation. This risk is minimal and manageable. Provided the University is able to appropriately manage the input conditions - facilities, budget, faculty etc. - there is every reason to expect success with accreditation. No school in Canada has ever failed to achieve accreditation once it has made an application.

Reputational Risks: although there is a risk to the University’s reputation if the program is unable to achieve its goals (this risk is small and manageable), there is a larger risk to reputation in not moving forward with the program, due to the lengthy nature of the project and expectations and excitement from both the profession and the community.

Liability Risks: a program in architecture carries with it a number of areas of increased liability as a result of design-build experiences, taught-abroad courses, and so on. These risks are readily managed through the development of Risk Management protocols.

7. Start Date

What is the anticipated start date of the program? What considerations apply to the start date?

We are currently working towards a start date of September, 2017. However, the actual start day may be affected by the final form of program adopted. There are a number of considerations that apply.

- The program has not as of this date received assurances of either stable operating or capital funding. Obtaining funding could delay the start.
- Preliminarily, we propose a “program start” with admission into years 1 and 3 only of the program. This could result in the following schedule:
 - 2017: admission to 1st year “General Studies” component
 - 2017: admission to 3rd year B.Des. fo qualified applicants
 - 2017: admission to M.Arch. with 3 to 4 terms of pre-program requirements
 - 2019: first B.Des. graduates
 - 2019: first admission to M.Arch. with no pre-program requirements
 - 2021: first M.Arch. graduates
 - 2023: full professional accreditation (back-dated to 2021)
- The program needs significant space in which to operate. The renovation of the John Deere Plow Building is expected to take approximately 30 months. If the program starts earlier than completion of the renovations, interim space will need to be found.
- The proposed program is structured with two years of general studies at the beginnning. A program start in 2017 could mean that the first students enter the professional program in their third year, or 2019.
- Consideration should be made for a concurrent start for the third year of the B.Des. (Arch) and the M.Arch. qualifying program.

Attachments

Letters of support:

Dr. Peta Bonham-Smith, Interim Dean, College of Arts and Science

Dr. Donald Bergstron, Interim Dean, College of Engineering

Dr. Toddi Steelman, Executive Director, School of Environment and Sustainability

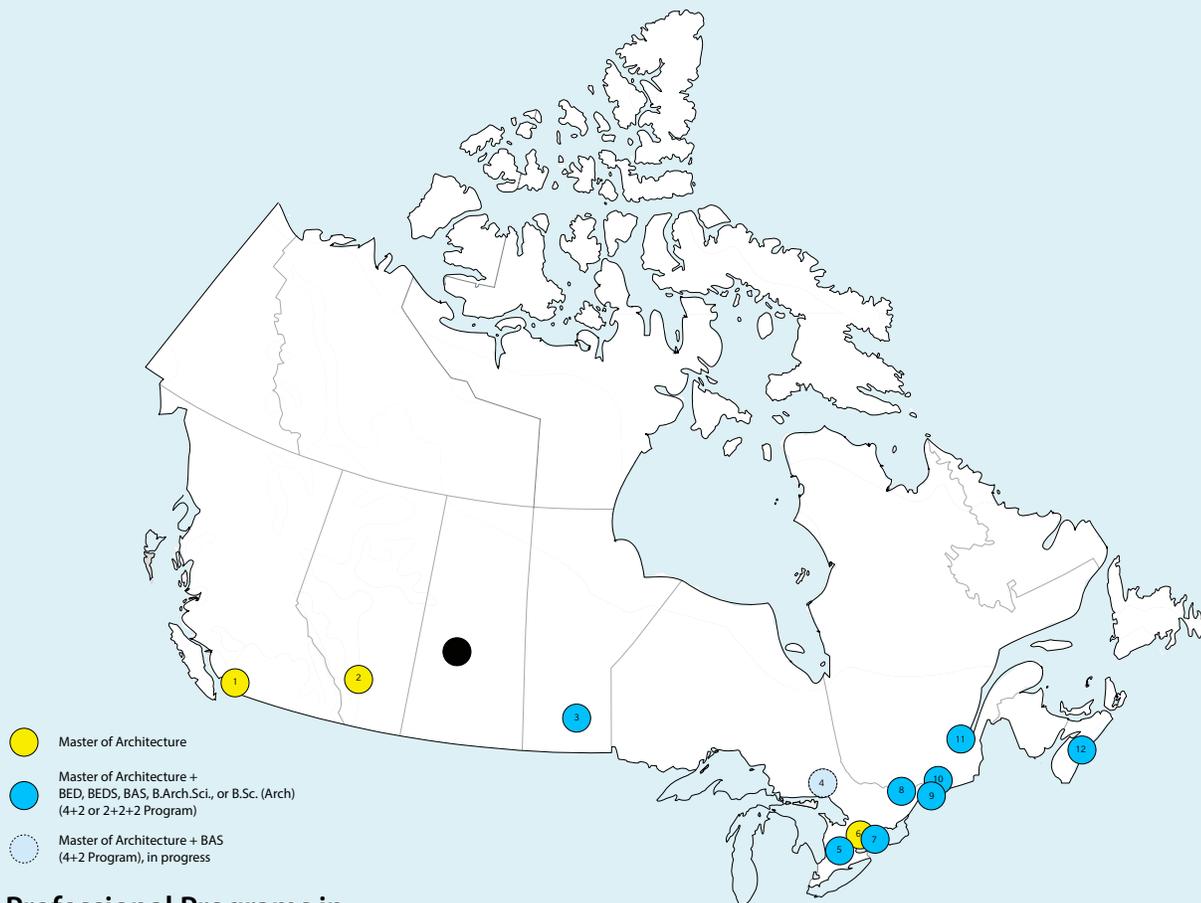
Candace Wasacase-Lafferty, Director, Aboriginal Initiatives (Pending)

Dr. Tim Nowlin, Chair, Department of Art and Art History

Saskatchewan Association of Architects (Pending)

Dr. Stephanie Yong, Director, Wilson Centre for Innovation and Entrepreneurship

Appendix 1: Architectural Education in Canada



Professional Programs in Architecture in Canada

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. University of British Columbia
M.Arch. Program,
School of Architecture and Landscape Architecture,
Faculty of Applied Science
(M.Arch.) 2. University of Calgary
M.Arch. Program
Faculty of Environmental Design
(M.Arch.) 3. University of Manitoba
Department of Architecture
Faculty of Architecture
(BED + M.Arch.) 4. Laurentian University (In Preparation)
School of Architecture
Faculty of Engineering and Architecture
(B.A.S. + M.Arch.) 5. University of Waterloo
School of Architecture
Faculty of Engineering
(B.A.S. + M.Arch.) 6. University of Toronto
M.Arch. Program
Daniels Faculty of Architecture, Landscape and Design
(M.Arch.) | <ol style="list-style-type: none"> 7. Ryerson University
Department of Architectural Science
Faculty of Engineering and Architectural Science
(B.Arch.Sci. + M.Arch.) 8. Carleton University
Azrieli School of Architecture
Faculty of Engineering and Design
(B.A.S. + M.Arch.) 9. McGill University
School of Architecture
Faculty of Engineering
(B.Sc. (Arch) + M.Arch.) 10. Universite de Montreal
Ecole d'architecture
Faculte de l'aménagement
(B.Sc. (Arch.) + M.Arch.) 11. Universite Laval
Ecole d'architecture
Faculte d'aménagement, d'architecture, et de design
(B.Sc. (Arch) + M.Arch.) 12. Dalhousie University
School of Architecture
Faculty of Architecture and Planning
(BEDS + M.Arch.) |
|---|--|

Part One: Architectural Education in Canada

[Inter-, multi-, cross-, trans-] Disciplinary Education

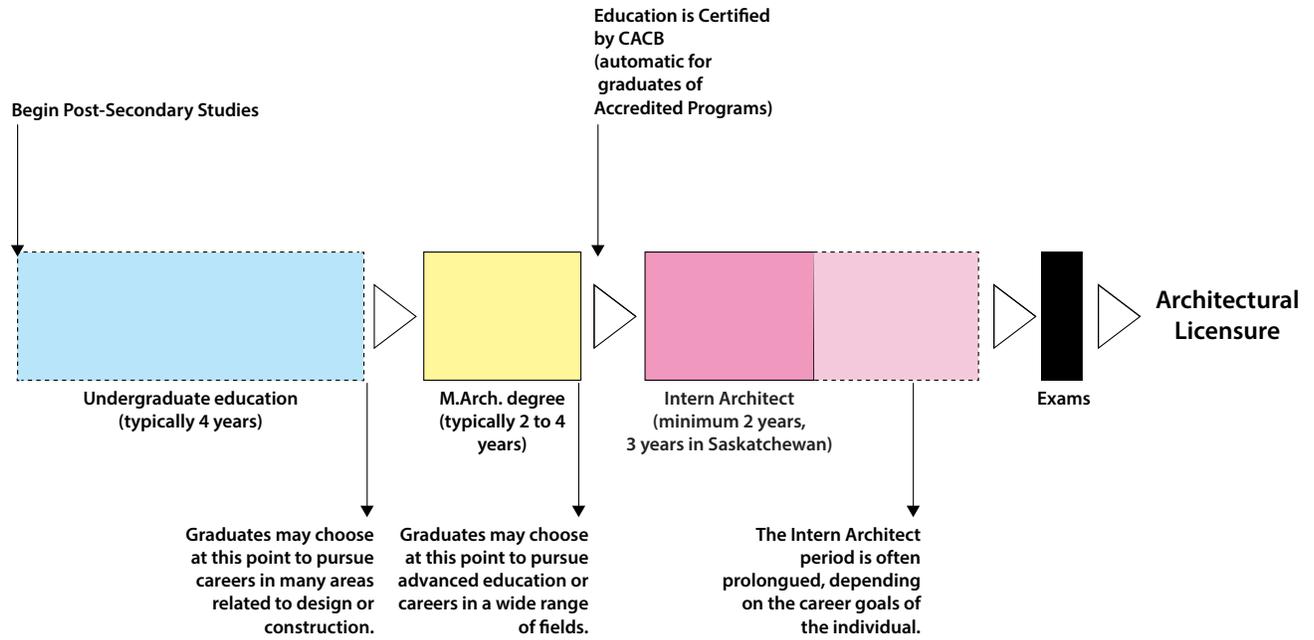
Before discussing architectural education in its current forms, it would be useful to first discuss architecture as a discipline. While it is commonplace to think of architects as designers of buildings - and this statement is true - the discipline of architecture, and therefore architectural education, has a broader scope.

A Primary Concern: First, we could characterise architecture as a discipline as having a single overarching area of concern: *the qualities and quality of place*, and particularly of the built environment. While an interest in place is shared by a number of other disciplines, including the related design and planning disciplines (Urban Planning, Interior Design) but also diverse disciplines such as sociology, geography, the other arts and literature, and even law and medicine, for architecture this concern with place is central and primary. Architecture moves beyond a study of place to ask how we might actively improve the quality of places meant for human (and sometimes non-human) use.

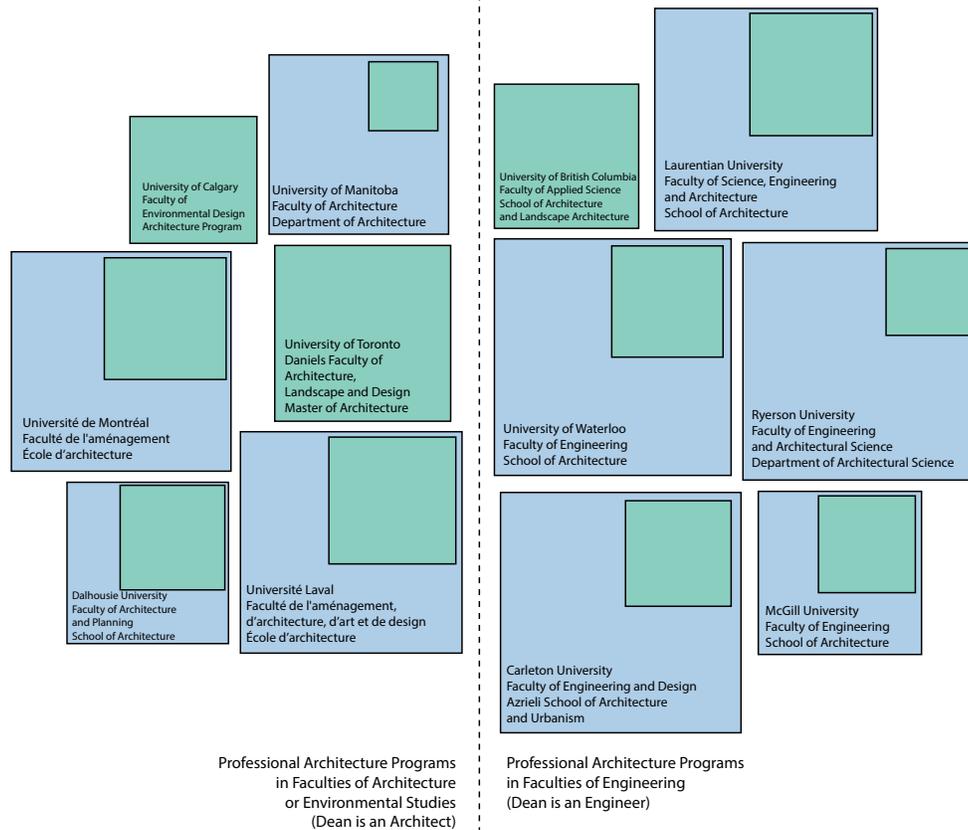
This primary concern allows architecture to often ignore disciplinary boundaries. For example, architects are interested in what other actors - writers, artists, scientists and others - have to say about place, and such extra-disciplinary ideas frequently find their way into architectural education. It is also not uncommon to find scholars from other disciplines, such as literature, philosophy or engineering teaching within a school of architecture. This concern also allows architects to transgress disciplinary boundaries in their work, to design not just buildings but cities, regions, furniture, interiors, books, stage settings, exhibitions, websites, films... This ability to move across disciplines can make make architecture faculty powerful collaborators with other disciplines.

Core Disciplinary Knowledge: Following this line of thinking, the core discipline of architecture is not defined by content - by a knowledge of buildings, for example - but by a set of disciplinary skills and practices. I would argue that there are four main areas of Core Disciplinary Knowledge, and that architects will bring this set of skills and practices to bear on any project they engage with. These are:

- **An expertise in the primary tools of design:** what we would have called, in another generation, drawing and model-making. As a result of technological development, these tools have expanded in their reach to encompass computer graphics, 3d-modelling and rendering, data visualization, computer simulation, parametrics, and so on. Architects understand that the production of visual models is the primary technique of problem identification and solving by design - in fact, that drawing, to use an old term, is design.
- **A strong technical understanding of how things are constructed:** primarily, the architect's knowledge is in the technology of building construction. However, an architect, through training and practice, develops a position in relation to technology that is able to understand, learn about, and make use of technologies in many other areas of endeavour. Furthermore, while we recognize that there are other groups that have a more highly developed understanding of aspects (perhaps all aspects) of even building technology (structure, mechanical and building envelope engineers; building scientists; environmental engineers) architects have the primary responsibility - and skill - for thinking about technology holistically and integrating the work of other specialists.
- **An ability to think in an integrated and holistic manner about whole systems:** in some ways this ability to understand and coordinate interactions between and among systems, to recognize and design complex networks with multiple and often conflicting constraints, is what most distinguishes architects from faculty members in other disciplines. Again, although born from the need to coordinate the complex systems in contemporary buildings, this competency has broad applicability to other areas of work.
- **Capacity and skills in collaboration and leadership:** architects never work alone. Any building project involves many actors: the owner, other stakeholders, local government, design subconsultants, contractors, the building trades. Normally the architect is required to play a leadership role - actually a number of shifting leadership roles - in regards to this large group. As with other core disciplinary skills, this capacity for leadership is easily transferred outside of the confines of building construction. Architectural education is designed, explicitly, to develop these leadership abilities in our students.



Becoming an Architect in Canada



Institutional Structure of Architecture Schools in Canada

Data: Program websites

Accreditation and Institutional Structure

Architectural programs in Canada are accredited by the Canadian Architectural Certification Board, which receives its mandate jointly from the Canadian Architectural Licensing Authorities (CALA) and the Council of Canadian University Schools of Architecture (CCUSA). Graduation from an accredited program is a requirement for entry into professional internship and, eventually, licensure. This program will be designed to be CACB-accreditible. CACB has a well-established procedure in place for the accreditation of new programs.

There are currently eleven accredited Schools of Architecture in Canada, with a twelfth (Laurentian University in Sudbury, Ontario) currently in process. These eleven programs can be seen in the map on page AEC-0. It is interesting to point out that there are currently no undergraduate programs in architecture west of Winnipeg.

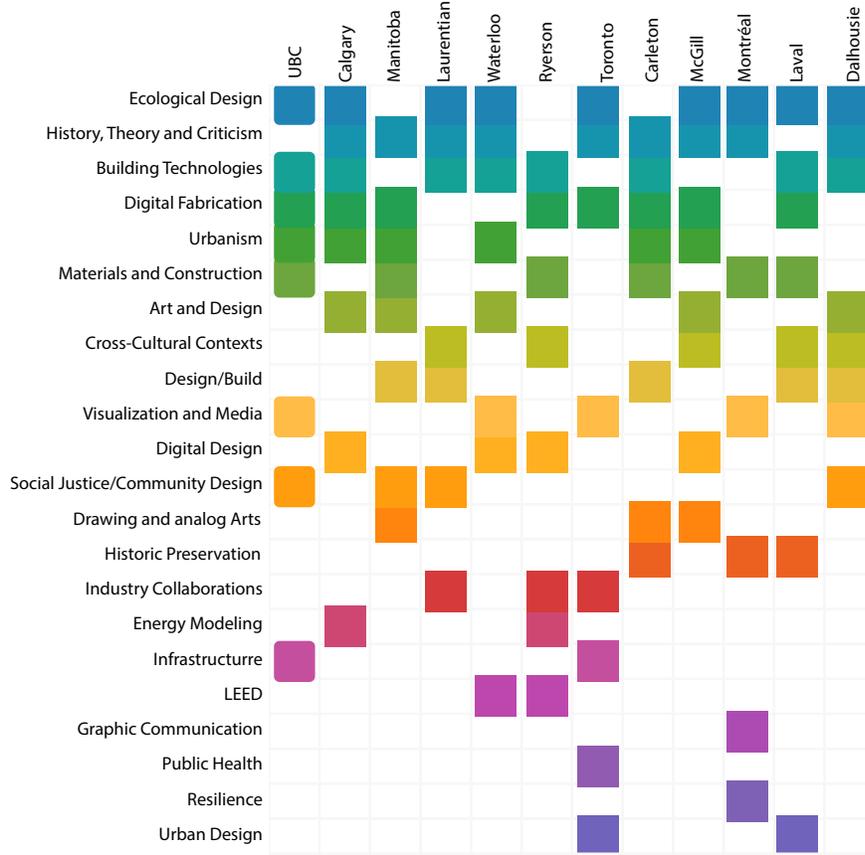
In the analysis that follows we have based our analysis on the nine english-language programs, only for simplicity of data gathering and comprehension. In broad strokes, the situation is not markedly different in the french-language programs.

Within their universities, five of the nine programs sit within Faculties of Engineering (or of Applied Science). Four of these are nominally Schools of Architecture, while Ryerson's unit is the Department of Architectural Science. However, all four function in essence as departments reporting to a Dean of Engineering. This arrangement, in general, appears to work well administratively, although there are occasionally concerns raised (during accreditation visits) that the Schools may not have sufficient autonomy to provide professional education. On the other hand, as architecture is very different from engineering in its culture and in its scholarly traditions, this arrangement can be difficult for architecture faculty, who sometimes have difficulty with engineering norms for tenure and promotion. One ongoing debate at several Schools is the viability of design work - and especially built work - as a scholarly activity.

The other five programs are, in one form or another, parts of Faculties of Architecture (or, in the case of Calgary, the Faculty of Environmental Design). In each case, the Architecture program is "bundled" with programs in similar disciplines: Landscape Architecture, Urban Design, Urban Planning, Interior Design. In some cases the various disciplines are structured as departments within the faculty (so, for example, the University of Manitoba has a Department of Architecture within a Faculty of Architecture); in other cases, they are structured as programs sitting directly under the Dean. While this arrangement has the benefit that architecture and its sister disciplines are able to set their own expectations around discovery activities, tenure and promotion, problems occasionally arise in the relationships between and among the disciplines. In addition, the line between the responsibilities of the Dean and the responsibilities of the Department Head can be difficult to navigate, and can become a significant source of friction - especially since the Dean is often an architect.

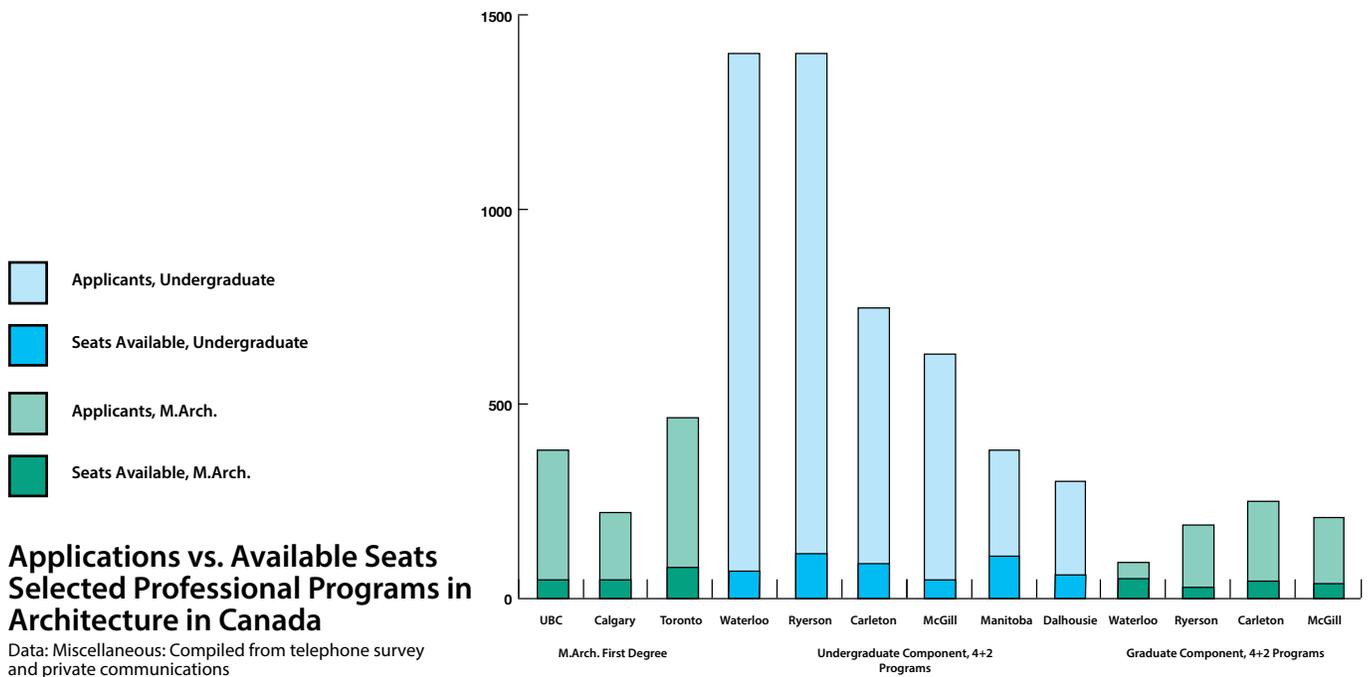
Outside of Canada, architecture programs sit in a variety of locations within their university contexts (or occasionally outside of universities altogether). For example, Temple University's School of Architecture sits as a Department in the Tyler School of Art. At other institutions it forms part of a Faculty of Design or a Faculty of the Built Environment. The overall conclusion from this analysis is that while no particular arrangement is ideal, many are workable; the best place for a School depends largely on local factors. Furthermore, in our experience, the location of a School within its institutional context has little impact on the educational or research culture of the school - that is to say, for example, that a school located in a Faculty of Engineering is not necessarily stronger technically, either in its educational or discovery programs, than a school located elsewhere.

At the University of Saskatoon there are currently several homes being considered for the architecture unit. It could, for example, sit as a department (or a school) within the College of Engineering or the College of Arts and Science. Alternatively, it could sit as an autonomous School, or could be added as a program (or set of programs) to an existing School (most likely the School of Environment and Sustainability) or within an existing department, such as Art and Art History.



Areas of Focus, Professional Programs in Architecture in Canada

Data: Association of Collegiate Schools of Architecture



Applications vs. Available Seats Selected Professional Programs in Architecture in Canada

Data: Miscellaneous: Compiled from telephone survey and private communications

Institutional Identities

Each school in Canada has its own recognizable identity, which is a product of its location, its faculty and its history. This is understood both by the schools and by the CACB as a positive aspect of architectural education in Canada; the schools are encouraged to develop their own mandates and identities and required to report on these positions during the accreditation process. Partly for this reason, the schools do not in general see themselves as in competition with each other, but rather as supportive colleagues. As such, CCUSA has been quite supportive of the Saskatchewan initiative.

Demand for Architectural Education in Canada

Across Canada, demand for professional university programs in architecture is very high. Applications to architecture schools exceed available seats by a significant factor, although it is difficult to obtain precise aggregate numbers as most applicants apply to multiple programs.

At the undergraduate level, we can note that the University of Waterloo receives approximately 1600 applicants each year, for 70 seats, giving a ratio of approximately 23 applicants per available seat. Ryerson University reports similar numbers. At both Ontario schools, students in architecture have among the highest entering GPA from High School of any programs at the university. Meanwhile, McGill University records some 630 applicants for 60 seats. If we assume that the 1600 applicants at Waterloo are applying to all three Ontario undergraduate programs and represent all the Ontario applicants in a given year, this represents roughly 1% of high-school graduates in a given year. McGill's numbers for Quebec are approximately the same, at about 0.85% of graduates from the Province. The University of Manitoba reports 380 applicants, or about 1.6% of the combined high school graduates of Manitoba and Saskatchewan.

A survey conducted by Dr. Mona Holmlund of guidance counselors, administrators and teachers in the 29 provincial school divisions in 2009 found that 226 Saskatchewan high school students expressed interest in pursuing architecture as a profession.¹

At the graduate level, for applicants without a previous degree in architecture, admission is also very competitive in Canada. The University of Toronto reports 466 applicants in 2014, for 80 seats; the University of British Columbia reports 369 applicants for 50 seats. These more mature applicants are not as constrained to their home province and more willing and able to travel, suggesting that this is more of a national rather than regional pool, so demographic analysis is not as meaningful; however, it is clear that there are many more applicants than there are seats available.

At the undergraduate level, based on the Ontario experience, we could estimate that between 20 and 25% of applicants are viable candidates for a program in architecture. At the graduate level, viability rates are somewhat higher, estimated at between 30% and 40%.

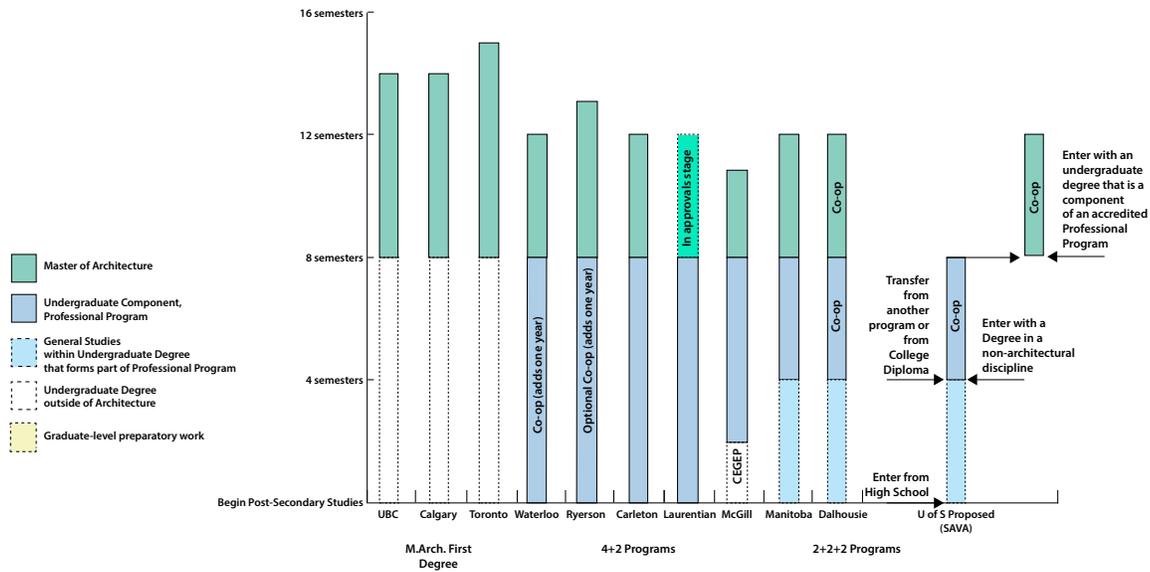
Professional Program Models in Canada

All professional programs in architecture in Canada currently require the completion of a Master of Architecture Degree. This is a relatively recent development: fifteen years ago most programs were still 5-year Bachelor of Architecture degrees. This change has paralleled the development of robust programs of discovery in schools of architecture. Despite the uniformity of the M.Arch., there are two dominant models for program structure (in addition to a third, hybrid model).

4+2 Programs: these programs (six of the nine english-language programs) require the completion of a four-year undergraduate degree in architecture (three years at McGill, following CEGEP) as well as a two-year Master of Architecture. The undergraduate degree can take a variety of nomenclatures (Bachelor of Architectural Studies, Bachelor of Architectural Science, Bachelor of Environmental Design) but is never a Bachelor of Architecture, which is reserved for the (legacy) five-year professional programs. Both degree programs are considered part of the professional program and both are evaluated *as a single program* by the CACB.

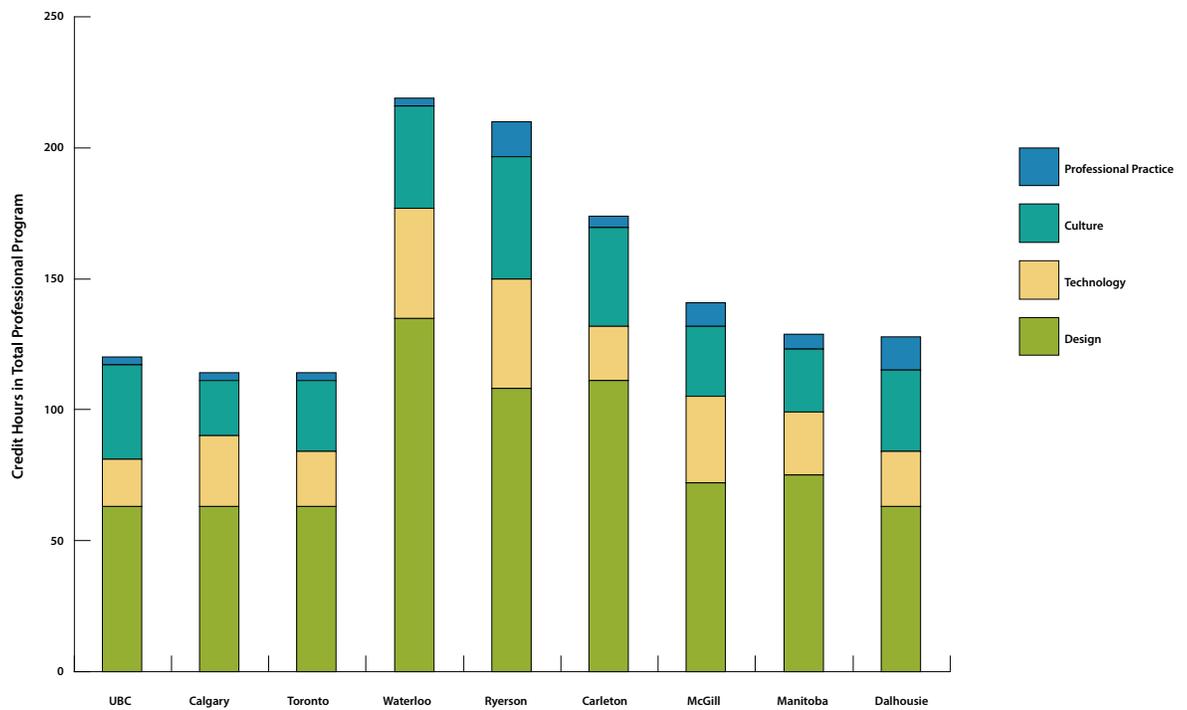
Degree designations: The graduate portion of the Professional Program is always called a Master of Architecture (M.Arch.). However, for programs with an integral undergraduate degree, the degree name is not specified and varies widely across the country: Bachelor of Environmental Design (BED, Manitoba); Bachelor of Architectural Studies (BAS,

¹ Mona Holmlund, "Report to the Feasibility Task Force for a Saskatchewan Program in Architecture on an Informal Survey of the Saskatchewan School Divisions", University of Saskatchewan, April 5, 2009



Professional Programs in Architecture in Canada, by Program Type

Data: Program Websites



Analysis of Core Curricula, Professional Programs in Architecture in Canada

Data: Program Websites

Laurentian, Waterloo and Carleton); Bachelor of Architectural Science (B.Arch.Sci., Ryerson); Bachelor of Science in Architecture (B.Sc. (Arch), McGill); and Bachelor of Environmental Design Studies (BEDS, Dalhousie).

Not all graduates of the 4-year undergraduate component of the programs go on to complete an M.Arch. Some continue on into graduate education in other (often related) disciplines, while many others find work in architects' offices, as designers of small buildings that do not require an architect, as designers or project managers within construction companies and developers, or in many other roles in the construction industry and elsewhere in which the fundamental skills of the architect can be put to good use.

Stand-alone Masters Programs: these programs (UBC, Calgary and the University of Toronto) require the completion of a three to 3 ½ year (six to seven term) Master of Architecture degree. A degree in any discipline (acceptable to the School of Graduate Studies) is required for admission. Some of these programs offer advanced standing of one year to applicants with an undergraduate degree in architectural design.

Hybrid Programs: these programs are nominally 4+2 in structure, but require two years of general university education within the undergraduate degree. They might more accurately be called 2+2+2 Programs: two years of general studies, two years of undergraduate architecture, two years of graduate architecture (culminating, again, in the M.Arch. degree). Such programs are further complicated by allowing holders of undergrad degrees from other accredited programs to enter the 2-year M.Arch, while allowing holders of non-architectural undergraduate degrees access to an extended M.Arch. (in the case of the University of Manitoba, this takes the form of a two-year post-graduate certificate, offered in parallel with the final two years of the Bachelor of Environmental Design). These programs are popular with institutions in small markets (such as Saskatchewan) as they allow program entry from multiple groups.

Program Components

Despite the variety of program models in Canada, all programs share a number of key commonalities. The first and possibly most important of these is that all programs are centred on the *Studio* - an uncommon and very powerful, although resource-intensive learning structure. Studio, as defined by the CACB, is both a physical location (the working environment in which each student in the program has a dedicated workspace and meets with faculty instructors) and an academic course. As a course, Studio is structured as nine to sixteen hours per week (usually spread over two to three days per week) of instruction, often one-on-one, by a full-time or adjunct faculty member, with a small group of students (no more than fifteen students per instructor, per CACB guidelines). In the Studio, students will carry out design projects of increasing complexity as they move through the program. Students generally take a Studio course each term. Studio is normally weighted at either six or nine credits per term, or two to three times the weight of a typical lecture course. Studio is a model of participatory, enquiry-based learning that is at the core of any program in architecture.

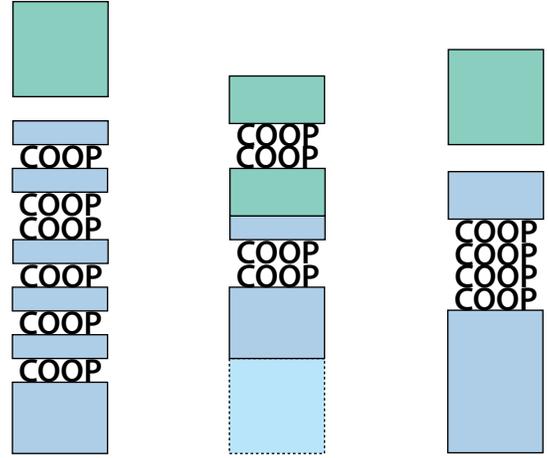
Studio is complemented by a number - typically four or five per term, resulting in a typical term load at the undergraduate level of 21 or 24 credits - of traditional lecture-based courses in the various areas of study in the curriculum. These courses cover the broad areas of Building Technology and Architectural Culture (including Professional Practice); some programs also have coursework that directly complements the Studio, in topics such as Drawing. Most of these courses are delivered, in most institutions, to the entire cohort of students, normally in a single section.

In addition, there will be a number of discipline-specific electives, most commonly related to areas of Architecture Culture, and most often made available to students in the last years of the program. Finally, as there is an expectation that architecture students achieve a broad as well as deep education, there is a requirement for General Education in the program, often in the form of Liberal Study Electives.

General Education varies widely in Canadian programs, depending to a high degree on the program type. In 4+2 programs, General Education is most commonly delivered through Liberal Study Electives and comprises 5 to 15% of the total program credits. In stand-alone masters programs, General Education is delivered by the first (undergraduate) degree, and is roughly 50% of credits. Hybrid or 2+2+2 programs, not surprisingly, fall in the middle, with roughly 30% General Education.

The other components of the program (those components which are under the control of the School) show up in a mixture that arises largely out of the particular mandate and identity of the program. The ranges for Canadian english-language schools are as follows:

	UBC	Calgary	Manitoba	Laurentian	Waterloo	Toronto	Ryerson	Carleton	McGill	Montréal	Laval	Dalhousie
Exhibitions/Gallery	█	█	█	█	█	█	█	█	█	█	█	█
Lecture Series	█	█	█	█	█	█	█	█	█	█	█	█
Teaching Assistantships	█	█	█	█	█	█	█	█	█	█	█	█
Research Assistantships	█	█	█	█	█	█	█	█	█	█	█	█
Studio/Course Trips	█	█	█	█	█	█	█	█	█	█	█	█
Cross-Disciplinary Courses	█	█	█	█	█	█	█	█	█	█	█	█
Cross-Disciplinary Studios	█	█	█	█	█	█	█	█	█	█	█	█
Exchange Program	█	█	█	█	█	█	█	█	█	█	█	█
Semester Abroad	█	█	█	█	█	█	█	█	█	█	█	█
Student-Led Publication	█	█	█	█	█	█	█	█	█	█	█	█
Co-op or Work Placement	█	█	█	█	█	█	█	█	█	█	█	█
Solar Decathlon	█	█	█	█	█	█	█	█	█	█	█	█
Online Courses	█	█	█	█	█	█	█	█	█	█	█	█
Preparation for Licensure Exam	█	█	█	█	█	█	█	█	█	█	█	█



Fully Integrated Coop

Partially Integrated 8-month work terms

Year Out

Experiential Learning and Co-curricular activities in Canadian schools

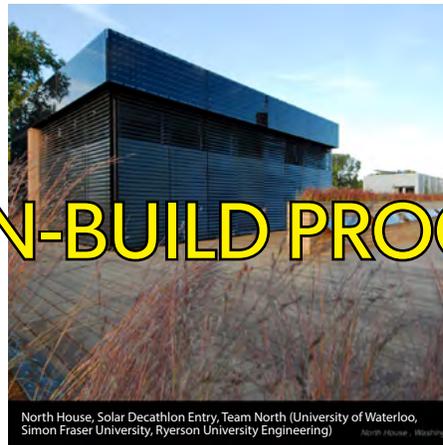
Data: Association of Collegiate Schools of Architecture

Typical Models for Co-op Education in Schools of Architecture

Data: Program Websites



INTERNATIONAL PROGRAMS



DESIGN-BUILD PROGRAMS

- Design: 49% to 64% (63 to 135 credit hours)
- Building Technology: 12% to 24% (18 to 42 credit hours)
- Architectural Culture: 19% to 35% (13 to 27 credit hours)
- Professional Electives: 5% to 15% (5 to 33 credit hours)

Experiential Learning and Internationalization

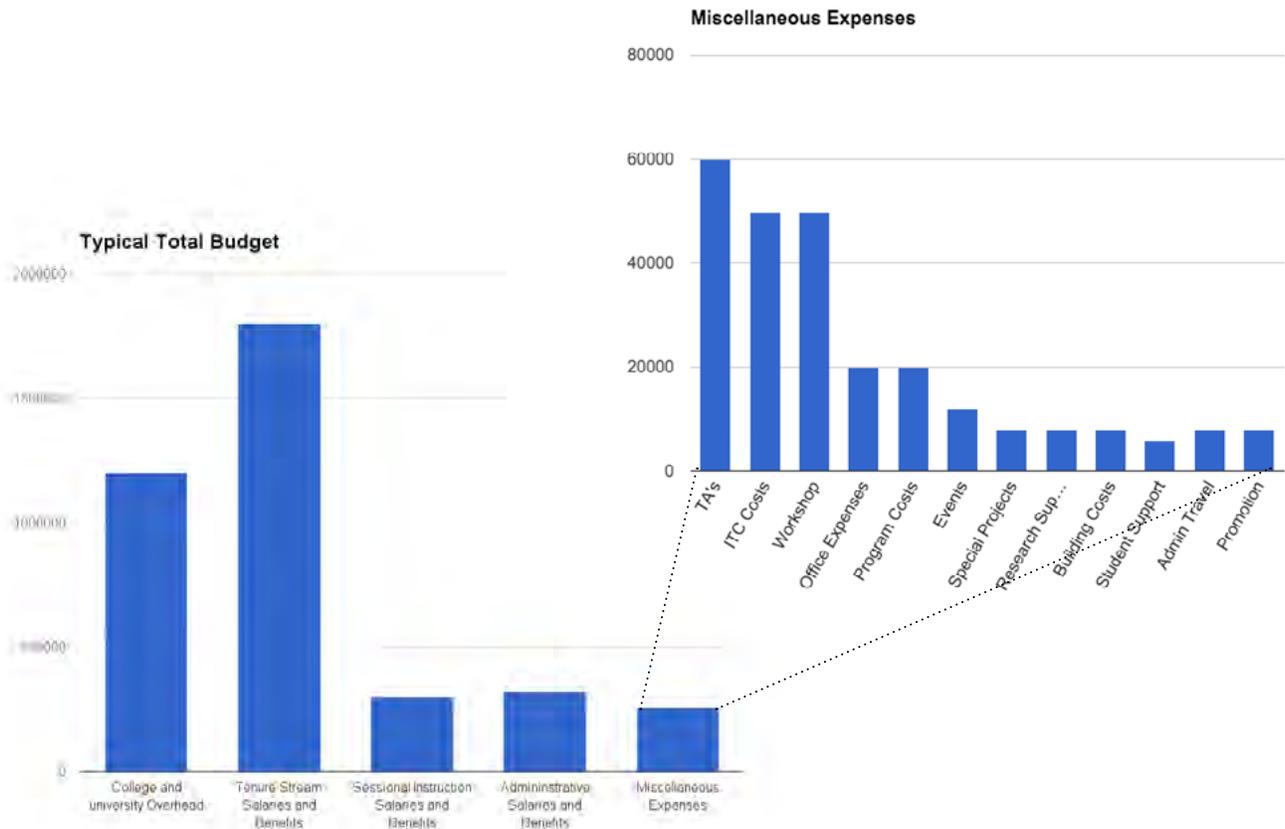
Architecture programs also contain a wide variety of co-, quasi- and extra-curricular components as well as both participatory and experiential learning components. Some of these components include:

- Co-op programs or options
- Student exchange programs
- Taught-abroad programs (most often studio)
- Design-build programs
- Community-based charettes
- Design competitions

Most schools in Canada now include all of the above, to a greater or lesser degree in accordance with their particular mandate. Although Studio already presents a form of experiential learning - or at least participatory enquiry-based learning - there has been significant growth in “real projects,” that is, projects in which student designs, often overseen by a faculty member who is also a licensed professional, are presented to real clients and occasionally even built. Community Design Centres carry out architectural work as an experiential learning activity for students either on a pro-bono or deeply discounted fee basis for non-profit and community organizations. In some cases students are engaged in physically building the structures involved. Although the most notable example of this work is the Rural Studio at Auburn University in Alabama, Brian Mackay-Lyon’s *Ghost Lab* series and the work of Richard Kroeker, both at the Dalhousie School of Architecture.

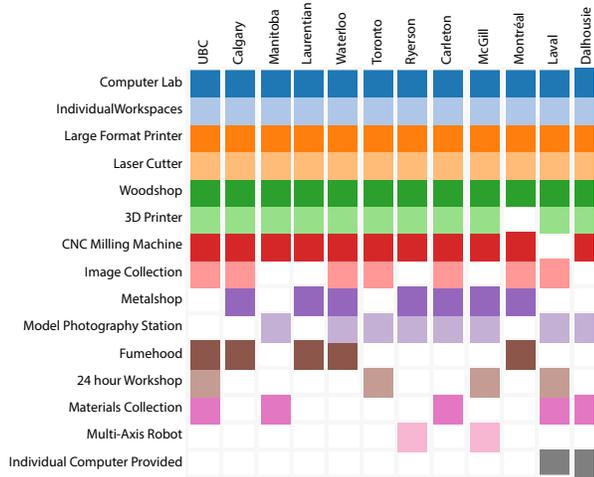
Co-op programs are also important in architectural education, and their graduates are highly desired by the profession. The University of Waterloo has the most established co-op program, fully integrated with the academic program. Co-op programs also exist at Dalhousie University and Ryerson University, although not in as clearly integrated a form.

International experience has been an important part of architectural education since the Grand Tour, a rite of passage for young english gentlemen in the seventeenth and eighteenth centuries - and likely before. All Canadian schools have a program of taught-abroad courses or course components, although the mechanisms vary. The most established is likely the University of Waterloo’s Rome Program, established over 40 years ago; almost all students spend a term in Rome in their 4th year. At the University of Manitoba, on the other hand, each Studio group will spend one week travelling - usually but not always to international locations. Ryerson University utilizes a suite of methods, from exchanges to terms abroad, offering travel to a number of different locations each year.



Typical budget breakdown, Professional Schools of Architecture in Canada

Data: Ryerson University Department of Architectural Science (Modified)



Architecture School Facilities

Data: Association of Collegiate Schools of Architecture



Resource Issues

Despite the variations across schools of architecture in Canada, there is broad uniformity across a number of key issues in relation to resources.

Financial resources: Professional programs in architecture are among the more expensive programs to operate at a typical university. In large part, this is the result of the additional instructional cost inherent in delivering the design studio. At the departmental level - that is, not including College- or University-level overhead, buildings and maintenance, shared library and ICT resources, student services and so on - a typical program will operate on about \$13,000 per student per annum. Instructional salaries and benefits are likely to take up some 80% of that amount, with an additional 11% going to administrative staff salaries and benefits. This leaves approximately 8 to 9% of total budget available for miscellaneous discretionary costs. A typical school budget is presented on the facing page.

Faculty resources: Architecture programs across Canada have a median student:faculty ratio (counting tenure stream faculty only) of 19:1. A “normal” teaching load is consistent at all schools in the country, at one studio + one lecture course per term, although there are significant deviations from the norm for individuals at some schools. Schools make significant use of sessional instructors, primarily but not only in studios, with sessional salaries and benefits accounting for perhaps 10-12% of total budget (or 13-16% of total instructional salaries), with sessional instructors responsible for approximately 30% of credits. Across Canada, the stipends paid to studio instructors varies widely, from a minimum of \$8000 to a maximum of \$17,500 per term, with a median of \$12,000.

School leadership: Academic leadership varies significantly from school to school in Canada. The most common model is that the Head of School is a “Director” (or in one case a “Head”, in another a “Chair”, and in another an “Associate Dean”) who reports to a Dean and has responsibility for the budget discussed above. In one instance, however, the Head of School is a Program Director, while the Dean maintains budgetary control; in another, the Head of School is responsible for several disciplines, of which architecture is one. Normally, the Head of School is within the discipline of architecture. Depending on the scale and complexity of the school, the Head will be supported by one or more Program Directors or Assistant Directors. For example, in the case of the Ryerson Department of Architectural Science, there are three Program Directors and two Associate Chairs (Internal and External).

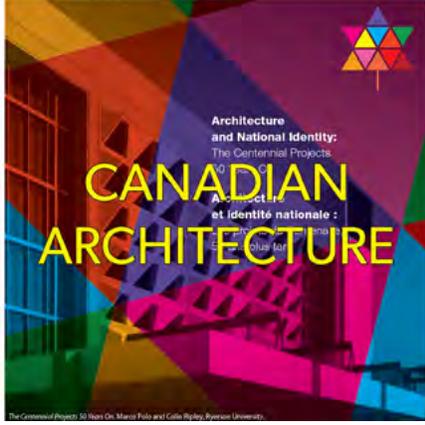
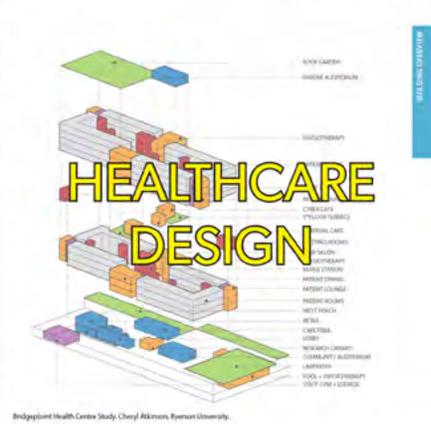
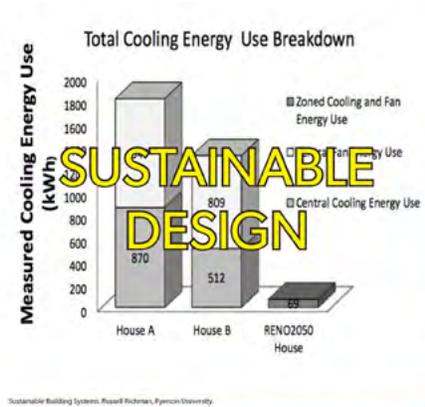
Staff resources: In addition to an office staff of two or three, each school has technical support staff overseeing the workshop and the ICT resources. The advent of digital fabrication has evolved the need for additional technical staff in this area.

Building and equipment resources: All schools in Canada have significant area designated to studio space, with a dedicated workspace for each student. In fact, this is a requirement of CCB accreditation. Typically, an allocation of 5 to 7.5m² of floor space per student is made in the studio. All schools also contain within their premises workshops (wood and metal shops), dedicated computer labs, and more recently digital fabrication facilities.

ICT resources: Architectural design is an intensive user of ICT resources. Typically, most students in schools of architecture in Canada do the majority of their work on laptop computers, which they own. Most schools also maintain a small lab of more powerful desktop computers, sometimes with specialized software. Printing facilities, including wide-format printing, are typically available within the school at discounted rates, sometimes managed by student groups. The recent development of digital fabrication, augmented reality and similar technologies has required most schools to develop a “FabLab” with 3d-printers and scanners, laser cutters, robotic arms, and other high-end equipment.

Library resources: Most, but not all schools in Canada have an in-house branch library. However, with the development of the internet, the need for these branch libraries has undoubtedly changed. Currently the accreditation board requires a minimum of 5000 volumes in Library of Congress classification NA, although we expect this requirement to be removed shortly in favour of a performance specification.

Student financial support: Although all schools offer a range of awards and prizes to students, financial support for graduate students in architecture is generally minimal compared to graduate students in other disciplines, as they are treated as professional students rather than research students.



Discovery Activities in Schools of Architecture

The scope of research undertaken by architecture faculty in Canada and abroad can be surprising. The broad nature of the architectural discipline as well as its ability to move beyond disciplinary boundaries leads to a wide diversity of discovery activities within schools of architecture, concerned in a general sense with the quality of place - and not limited to places that we would more narrowly describe as buildings. Researchers apply the core competencies of the architectural discipline - especially drawing and visualization - to an array of current issues, including ecological, transportation and industrial networks, supply chain logistics, watershed management, disaster management, and so on.

Although research is a relatively new activity in schools of architecture, it is increasing rapidly by measurements of publications and funding. While the list is not exhaustive and categorization difficult, the following will give some idea of the potential scope.

Sustainable Design: This area has become significantly more important in recent years with the recognition of the role that buildings play in sustainability. Most schools have at least one researcher active in this area, in terms of design issues, sustainable materials, or energy efficiency or production. A leading light in this area has been Ray Cole from the University of British Columbia, while an important collaborative project was North House, produced by Team North, with researchers from the University of Waterloo, Ryerson University, and Simon Fraser University, led by Geoffrey Thün. This demonstration house was designed in 2009 to produce significantly more power from solar energy than it would use in a year for all purposes, including heat - in Canada. It is worth noting that Saskatchewan has among the highest annual numbers of sunlight hours in the world.

Emerging Technologies: The development of digital fabrication and other advanced manufacturing technologies is poised to revolutionise the construction industry - and everyday life. Researchers in schools of architecture have been actively working on this issue for over a decade. Leading figures include Branko Kolarevic from the University of Calgary, Michael Jemtrud from McGill, and Vincent Hui from Ryerson. The work of Philip Beesley, from the University of Waterloo, on responsive architectural systems has become very well known internationally.

Regional Design and Mapping Practices: Other researchers are applying the competencies of architectural design practice at the very large scale, investigating - and proposing design possibilities for - watersheds, rivers, and other ecosystems. This work crosses into geography, but is distinguished by its design outcomes. A recent example is the work of RVTR, based in "The great Lakes Megaregion," and their design and mapping based study of that megaregion, *Infra-|Eco-|Logi-|Urbanism*.

Northern Issues: A number of researchers have been studying design-based solutions for Canada's north. Leading this work has been the research partnership of Lateral Office, comprised of Lola Sheppard from the University of Waterloo and Mason White from the University of Toronto. This work starts from a mapping-based analysis of the Canadian north and moves to concrete design proposals.

Architecture and Health: How can better buildings and cities increase our health and well-being? A number of researchers are working on this problem, including Cheryl Atkinson from Ryerson, who was part of a team that won a significant amount of funding from CIHR in 2013.

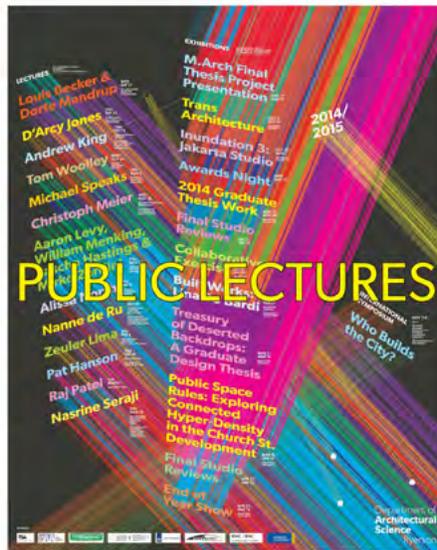
Community Design: Designer-researchers such as Richard Kroeker from Dalhousie University have been using participatory methods to design and build new structures for small communities and community groups. Other researchers have been studying policies and institutions related to the built environment, often working in an advisory role with government.

Contemporary Culture: Architecture, as noted, can transcend disciplinary boundaries. Academics in architecture can become important contributors to cultural and critical discourse. Primary examples, while not Canadian, might be Paul Virilio and Mark Wigley.

Architectural History and Theory: Some researchers carry out traditional research into architectural history or theory, leading to the publication of peer-reviewed papers and books as well as other forms, such as exhibitions. For example,



COMPETITIONS



PUBLIC LECTURES



MAKERSPACES



DESIGN-BUILD



EXHIBITIONS

Marco Polo and Colin Ripley have recently produced a book and exhibition titled *Landscape and National Identity: The Centennial Projects 50 Years On* which looks at a series of buildings produced in Canada in celebration of the 1967 and their role in producing a Canadian national identity; Annmarie Adams, from McGill University, has published several books on gender issues in nineteenth-century architecture.

Creative Practice: Many other faculty members, such as Marc Boutin from the University of Calgary, Ann Cormier from the University of Montreal, Patricia Patkau from the University of British Columbia and Brigitte Shim from the University of Toronto have developed their design practices into significant artistic discovery programs, winning numerous major design awards and pushing the boundaries of architectural design in Canada.

These are only a few examples of the work being done by faculty members in Canada's schools of architecture. Researchers write peer-reviewed papers and books, give conference presentations, produce exhibitions, and even design buildings for construction. Researchers at Canadian schools of architecture have been chosen to represent Canada at the Venice Biennale (Marco Polo, John McMinn, Philip Beesley, Lola Sheppard, Mason White, Colin Ripley). They have received grant funding from SSHRC, NSERC, CIHR, the Canada Council for the Arts, Mitacs, CFI and many other agencies. And sometimes they even design buildings.

Community Outreach (and inreach) Activities in Schools of Architecture

Architecture schools in Canada and elsewhere have a strong record of engagement with their various communities, both locally and globally. This mandate for community engagement often dovetails with the educational or discovery mandate, and often takes the form of co-curricular or experiential learning activities. Outreach activities take on numerous forms.

Public Lectures, exhibitions and symposia: Architecture schools in Canada typically will have an organized series of lectures and exhibitions that are open to the general public and that act as attractors, bringing the public into the School. These often involve important practitioners internationally as well as discussions about current issues of local interest.

Charrettes: The schools will often hold community charrettes (group design exercises) in conjunction with community organizations, in which student and faculty expertise is linked to community need.

Design Competitions: Schools will often organize ideas competitions, open to students and others, around current issues of interest to the local community.

"Live projects": Students will engage with real community clients in the design of a project that is intended to be constructed. Although in most cases the student work is early in the design process, occasionally the student work goes on to construction. An extension of this activity is the *design-build studio*, in which the students literally build the building or structure on behalf of or in collaboration with a community group. There is a tradition in Canada of such projects being connected with a study-abroad mandate, such as the design and construction of a school in Pakistan carried out by Ryerson students under the direction of Ian MacBurnie.

Continuing and general education: Schools will often develop programs for community education, connected with the continuing education mandate of professional organizations, or for general interest.

Makerspaces, incubators and zones: These are facilities set up within the school of architecture that are opened, in some way, to use by the community as a whole. These are most often linked to emerging technologies such as 3d-printing and robotics, and are often connected with a continuing education mandate (for example, in such a model members of the public may need to enroll in a continuing education course in order to have access to facilities).

Architecture Camps: Schools will run camps for elementary and high-school students, most often during the summer period.

Appendix 2: Letters of Support



March 15, 2016

To: Colin Ripley and University of Saskatchewan community

Re: Letter of Support for School of Architecture and Fine Art

On behalf of the Dean's Executive Committee, I am writing to provide support for the proposed School of Architecture and Fine Art, and its associated proposed academic programs, as described in the Notice of Intent dated March 15, 2016. The School of Architecture and Fine Art would function as a department within the College of Arts & Science.

I am pleased to confirm that the academic rationale, department management, resources and budget, support, and systematic review contained within the NOI are in alignment with the academic, research, scholarly, and artistic work mission of the college, as well as the core tenets of our third integrated plan, namely interdisciplinarity, engagement, and curriculum renewal. The School's tripartite mandate of education, discovery, and community situated as principal to its academic rationale accord with the priorities of our college, and therefore we support this NOI wholeheartedly.

We look forward to achieving meaningful and creative progress on the School of Architecture and Fine Art within the College of Arts & Science, as this will benefit students, faculty, and professional practitioners within Saskatchewan, western Canada and the national landscape.

Sincerely,

Peta Bonham-Smith
Interim Dean and Professor

cc. Dean's Executive Committee



UNIVERSITY OF SASKATCHEWAN
College of Engineering
ENGINEERING.USASK.CA

 **Office of the Dean, College of Engineering**
University of Saskatchewan
57 Campus Drive
Saskatoon, SK S7N 5A9 Canada
Phone: (306) 966-5273 Fax: (306) 966-5205

Prof Colin Ripley
Department of Architectural Science
Ryerson University
cripley@ryerson.ca

March 16, 2016

Re: Letter of Support for School of Architecture at the University of Saskatchewan

Dear Colin:

As Interim Dean of the College of Engineering, I am pleased to offer my strong support for establishing a School of Architecture at the University of Saskatchewan. I believe that a School of Architecture would benefit our college, the university and the province.

Although we have had some interesting discussions about the School, and especially the ways in which it would link to other academic sectors of the university, there is still significant ambiguity about the final configuration. However, notwithstanding this lack of clarity, I do see the School as a timely and significant addition to the academic landscape of our campus. For the College of Engineering, there are many potential synergies and points of meaningful engagement – I will mention only a few:

- Design is a core element of engineering, and one which we would desire to give greater profile in all of our programs. One of the special strengths of architecture is their scholarship related to design, which could significantly enrich our own engagement of it.
- There are many potential research themes where engineering and architecture converge, such as sustainable housing for remote communities and energy efficient buildings for an urban environment. I expect significant synergies to be developed between our faculty members in the development of their respective research programs.
- Both engineering and architecture are professions which engage the challenges of infrastructure development. For a province such as ours which anticipates a long term period of growth and infrastructure development ahead, having a College and School that can provide both technical leadership and professional training to support infrastructure development is essential.

It should be acknowledged that the aspirations/benefits above will not happen merely because a School of Architecture is created at this university. However, it is encouraging that discussions to date have

focused on designing a configuration for the School that will have intentional pathways for the engagement of other academic disciplines on campus, including engineering.

In summary, I would argue that a School of Architecture would be a most appropriate addition to our university and also have significant benefit for our province. On that basis, I offer my strong support for the School and look for the College of Engineering to become a meaningful and engaged partner.

Sincerely,



► **Donald J Bergstrom, PhD, PEng**

Interim Dean

College of Engineering, University of Saskatchewan

Room 3B48, Engineering Building, 57 Campus Dr.

Saskatoon, SK **S7N 5A9**

Tel: (306) **966-5593** Fax: (306) **966-5205**

Email: engr.dean@usask.ca

Web: engineering.usask.ca



Department of Art and Art History

3 Campus Drive, Saskatoon SK
S7N 5A4 Canada
Telephone: (306) 966-4215
Facsimile: (306) 966-2574

March 15, 2016

Peta Bonham-Smith,
Interim Dean, College of Arts & Science

Dear Peta,

On Thursday, February 25, after a discussion with Colin Ripley, the Department of Art & Art History voted unanimously to pursue a partnership or affiliation with the School of Architecture initiative. The department both supports the initiative to create a School of Architecture at the University and views such a potential affiliation as having positive benefits to both the department and the type of model proposed for the architecture initiative at the University of Saskatchewan.

This letter is meant to indicate both our support for the initiative and our intention to pursue an administrative and academic partnership with the School of Architecture, should that become possible.

Best Regards,

A handwritten signature in black ink, appearing to read "Tim Nowlin".

Tim Nowlin
Department Head
Art & Art History

cc. Colin Ripley

Room 323, Kirk Hall
117 Science Place
Saskatoon, SK S7N 5C8

Telephone: (306) 966-1985
E-mail: sens.info@usask.ca

March 14, 2016

Colin Ripley
Professor
Department of Architectural Science
Ryerson University

Dear Dr. Ripley:

Re: Letter of Support for the Notice of Intent, The Saskatchewan School of Architecture

The School of Environment and Sustainability (SENS) is pleased to provide this letter of support for the Notice of Intent for the Saskatchewan School of Architecture, to be housed at the University of Saskatchewan. This School would bring an enhanced focus on the built environment, and thus, many opportunities for collaboration between SENS and the Saskatchewan School of Architecture would exist.

Indeed, the scholarly work of the Saskatchewan School of Architecture is proposed to adhere to the triple-bottom line concept that is often employed when discussing sustainability: sustainable communities, sustainable ecologies, and sustainable economies. SENS has already articulated sustaining communities and sustaining ecosystems to be two of its major areas of research focus. While, undoubtedly, each of these areas is very broad, the potential for collaboration between the two Schools is high.

This spirit of collaboration and community is another common point between the two Schools. The Saskatchewan School of Architecture's values also include a sense of place and meaningful engagement with Indigenous ways of knowing. These concepts are also highly valued by SENS, as seen by our focus on interdisciplinary collaborations, our memoranda of understanding with the Redberry Lake Biosphere Reserve and with Beardy's and Okemasis First Nation, and our efforts to introduce multiple ways of knowing into our curriculum.

I look forward to learning about further developments regarding the Saskatchewan School of Architecture. The creation of such a School will open new venues for faculty and student collaboration and will bring new perspectives regarding our built environment to the University of Saskatchewan, further enhancing our understanding of sustainability in the Saskatchewan context.

Sincerely,



Toddi A. Steelman, PhD
Executive Director and Professor

March 16, 2016

To Whom It May Concern:

The Wilson Centre for Entrepreneurship at the University of Saskatchewan wishes to express its support of the establishment of a School of Architecture at the University of Saskatchewan.

Establishing a School of Architecture at the University of Saskatchewan will be beneficial in many ways. I have had the opportunity to be a part of the working groups for the School of Architecture and interacted with the teams behind the establishment of this type of program and I am very impressed with their commitment, their effort and the progress that has been made.

Having a School of Architecture will be beneficial for a number of reasons:

- 1) Enhance the creative learning aspect at the University of Saskatchewan.
 - a. The learning of design and creative thinking has become a prominent method of understanding key concepts that lead to innovative initiatives. The introduction of a School that focuses on this type of thinking will enhance the already existing programs at the University.
- 2) Build on the Universities' established programming and enhance its interdisciplinary learning.
 - a. A School of Architecture will help build on strong existing programs at the University, including programming in the College of Engineering, the Regional and Urban Planning Program and Art and Art History. In addition, the School of Architecture looks to create a unique Indigenous Architecture aspect to its programming, supporting a positive Aboriginal Environment and creating a unique offering for the University of Saskatchewan.
- 3) Contribute to a growing community and prosperous province to allow for more opportunities.
 - a. Creating this type of a School will increase the number of students choosing to study at University of Saskatchewan, leading those who have come to have a vested interest in the Saskatchewan that will help the growth and economic success of the province.

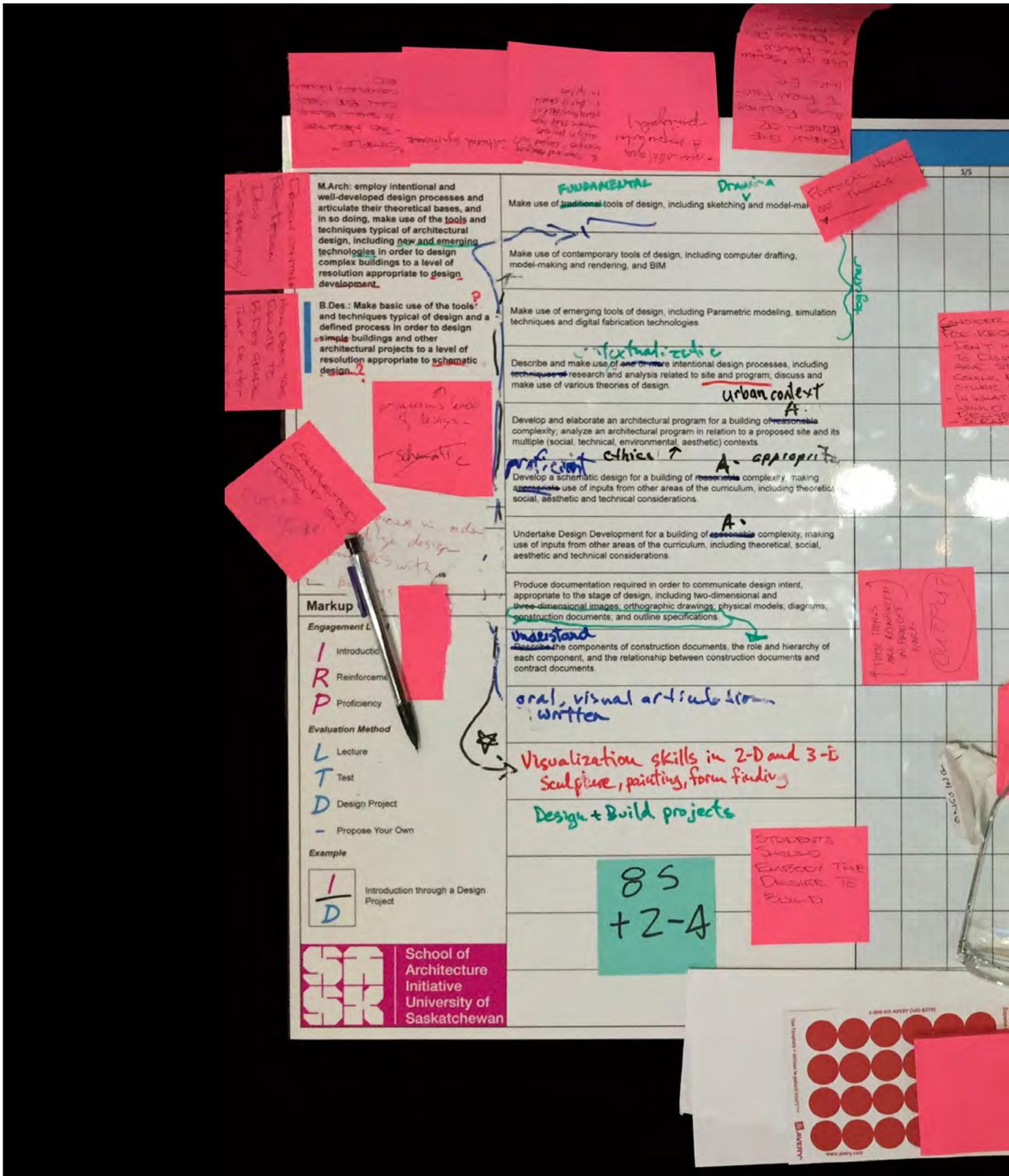
We at the Wilson Centre are extremely excited to see this type of program and facility established as it's closely aligned with our own design thinking culture. For us, this type of a School will allow our innovative ecosystem to continue to grow and prosper. We wholeheartedly support this initiative and look forward to what is in store for the future.

Sincerely,



Stephanie Yong, Director
Wilson Centre for Entrepreneurship, University of Saskatchewan

Appendix C: Working Group Documents



M.Arch: employ intentional and well-developed design processes and articulate their theoretical bases, and in so doing, make use of the tools and techniques typical of architectural design, including new and emerging technologies in order to design complex buildings to a level of resolution appropriate to design development.

B.Des.: Make basic use of the tools and techniques typical of design and a defined process in order to design simple buildings and other architectural projects to a level of resolution appropriate to schematic design.

FUNDAMENTAL
Make use of **additional** tools of design, including sketching and model-making.

Make use of contemporary tools of design, including computer drafting, model-making and rendering, and BIM

Make use of emerging tools of design, including Parametric modeling, simulation techniques and digital fabrication technologies

Describe and make use of **one or more** intentional design processes, including techniques of research and analysis related to site and program, discuss and make use of various theories of design.

Develop and elaborate an architectural program for a building of **reasonable** complexity, analyze an architectural program in relation to a proposed site and its multiple (social, technical, environmental, aesthetic) contexts

Develop a schematic design for a building of **reasonable** complexity, making **appropriate** use of inputs from other areas of the curriculum, including theoretical, social, aesthetic and technical considerations.

Undertake Design Development for a building of **reasonable** complexity, making use of inputs from other areas of the curriculum, including theoretical, social, aesthetic and technical considerations.

Produce documentation required in order to communicate design intent, appropriate to the stage of design, including two-dimensional and three-dimensional images, orthographic drawings, physical models, diagrams, construction documents, and outline specifications

Understand the components of construction documents, the role and hierarchy of each component, and the relationship between construction documents and contract documents

oral, visual articulation
written

Visualization skills in 2-D and 3-D
Sculpture, painting, form finding

Design + Build projects

85
+ 2-4

STUDENTS SHOULD EMBODY THE DESIRE TO BUILD.

Markup

Engagement Learning

- I** Introduction
- R** Reinforcement
- P** Proficiency

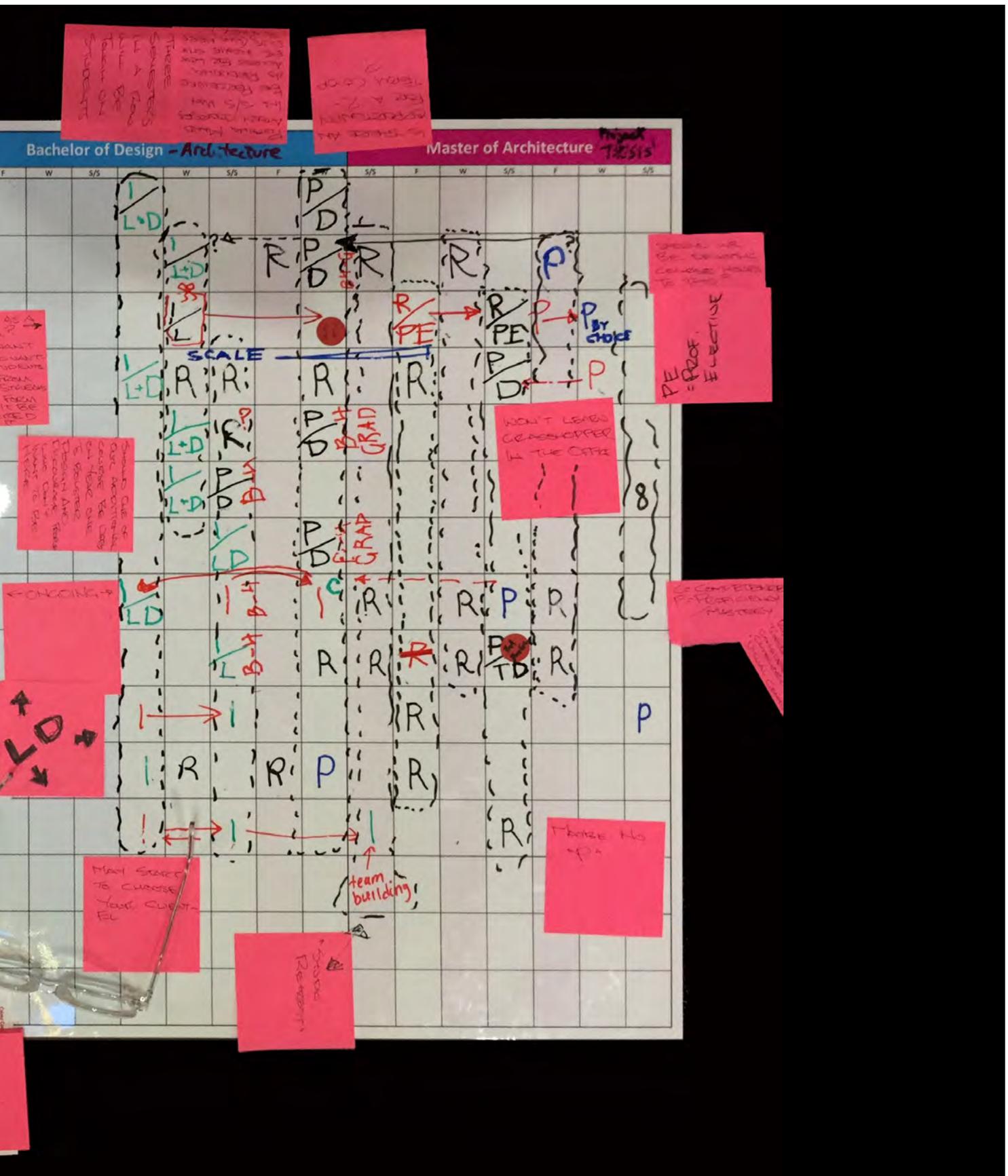
Evaluation Method

- L** Lecture
- T** Test
- D** Design Project
- Propose Your Own

Example

I
D Introduction through a Design Project





Curricular Area 3: TECHNOLOGIES

	F	W	S/S
<p>M.Arch.: Actively participate in the analysis, design and integration of building technologies (in the context of building projects) and understand the principles involved in the design of the various systems, the impacts of these systems on the design of a building as a whole, and the roles, requirements and priorities of the full range of specialists involved in the design and construction process.</p>			
<p>B.Des.: Understand the basic scientific principles of building systems and components, including structural, environmental, and material systems, as well as the impact of those systems on building design in its technical and environmental aspects.</p>			
<p>5-9</p>			
<p>Leg</p> <p><input type="checkbox"/> Anticipated Co-Op Terms</p>			
<p>Markup Guide:</p> <p>Engagement Level</p> <p>I Introduction R Reinforcement P Proficiency</p> <p>Evaluation Method</p> <p>L Lecture T Test D Design Project - Propose Your Own</p> <p>Example</p> <p>I D</p> <p>A Assignment ESSAY R. VIDEO B BLOODLETING</p>			
<p>Understand the principles of Building Codes and apply ^{code requirements} (exit, fire separation, universal access) to the design of a building; complete a Building Code analysis of a design proposal. • ^{concept of 'alternative solution'}</p>			CODES & CONSTRUCTION
<p>Consider the effects of building systems and their integration on the form and materiality of a building; make appropriate preliminary selection of structural systems in relation to design intentions for a building. ^{including structural, enviro}</p>			STRUCTURE
<p>Integrate both passive and active strategies for environmental control into the design of a building.</p>			Environment + Environmental Systems
<p>Design building envelopes in keeping with current best practices ^{and an understanding of the principles of sustainable design.}</p>			
<p>Calculate the energy performance of building envelope systems and integrate an understanding of energy performance into building design.</p>			
<p>Understand the role of light and sound in architectural design and make use of these ^{parameters} in the design of buildings. ^{comfort}</p>			
<p>Be aware of ^{alternative} building systems, including emerging building systems, and their effects on design.</p>			DESIGN
<p>Coordinate the requirements of multiple systems and subsystems within the design of a building.</p>			
<p>Make appropriate material selections for all building components.</p>			DRAWING
<p>Develop the design of key components of a building at the level of a detail. ^{and draw (represent)}</p>			
<p>Integrate principles and applications of sustainable design.</p>			CONSTRUCTION GROUP W/ C
<p>Understand construction materials, methods, sequences; ^{trades.}</p>			
<p>Understand basic scientific principles applicable to building systems (geography, climate).</p>			Pre-req
<p>Understand basic scientific principles applicable to building systems (physics, chemistry).</p>			Pre-req
<p>Basic Math - Algebra + Geometry (Pre-Calculus)</p>			Pre-req



Curricular Area 4: ARCHITECTURAL PRACTICE

<p>M.Arch.: Apply skills in business, management and entrepreneurship to the development of career and project opportunities in architecture. Understand the organization of the construction industry and the role(s) of the architect in that industry; engage with the legal and ethical issues involved in professional practice in architecture.</p> <p>B.Des.: Understand the basic business systems and processes needed to manage both a design project and a design practice, including financial, economic, hr, legal and management issues. Understand the role and methods of entrepreneurship and innovation in the design industry</p> <p>Business Industry Law</p> <p>Legend:</p> <p><input type="checkbox"/> Introductory Years</p> <p><input type="checkbox"/> Anticipated Co-Op Terms</p> <p>Markup Guide:</p> <p>Engagement Level</p> <p>I Introduction</p> <p>R Reinforcement</p> <p>P Proficiency</p> <p>Evaluation Method</p> <p>L Lecture</p> <p>T Test</p> <p>D Design Project</p> <p>Propose Your Own Example</p> <p>R- REPORT/PRESENTATION</p> <p>V-VOLUNTEER</p> <p>Example</p> <p>I Introduction through a Design Project</p> <p>SAS School of Architecture Initiative University of Saskatchewan</p>	<p>Identify the various participants in the construction industry and their roles, including contractual relationships between architect and client, architect and consultant, architect and contractor.</p>	✓	<p>IF LICENSURE UPON GRADUATION THIS WOULD BE DIFFERENT (VERY)</p>
	<p>Describe the legal framework for the architectural profession, including the requirements for licensure and the role of internship.</p> <p>RESP. OF THE STAMP</p>	✓	
	<p>Understand the ethical responsibilities of professionals and make use of this understanding in making decisions related to building projects.</p>	✓	<p>THERE IS A LOT TO COVER BUT AT A SHALLOW DEPTH</p>
	<p>Understand the methods used for estimating the cost of construction projects and demonstrate that understanding for simple projects.</p>	✓	
	<p>Understand the principles of Project Management in relation to construction projects: team and task management, scheduling methods, work plans, budgets, record-keeping</p>	✓	<p>WHAT DOES PROFICIENCY REALLY MEAN? "DIPPING A TOE"</p>
	<p>Identify the legal responsibilities of an architect in relation to a construction project</p> <p>DO NOT TO GET SURE. LEGALITIES OF CONS.</p>	✓	
	<p>Identify the various methods of project delivery and their associated contracts.</p>	✓	<p>THE VARIOUS CODES +</p>
	<p>Identify the authorities having jurisdiction in relation to a construction project and the approvals processes required.</p>	✓	
	<p>Describe the components of contract documents for a typical project, including specifications.</p>	✓	<p>role of various these</p>
	<p>Describe the role of an Architect in relation to the various phases of a project, and the processes used to carry out that role.</p>	✓	
<p>Describe the development process and the role of financing in that process.</p> <p>STARTING</p>	✓	<p>ADVOCACY - SUSTAINABILITY - PROFESSION - DESIGN</p>	
<p>Develop a business plan for an architectural enterprise, including a marketing plan.</p>	✓		
<p>Identify the basic principles of office management, including human resource management.</p>	✓	<p>COMMUNICATION SKILLS</p>	

CURRICULUM 5: COLLABORATION

M. Arch.: Collaborate with other members of society, and take on leadership positions in matters related to the production and stewardship of our communities and environment; fully integrate public engagement into the practice of architecture.

B.Des.: Undertake collaborative projects with colleagues and other roles. Understand the principles of team effectiveness and leadership. Recognize the role of the design professions in community and environmental stewardship.

Make use of various methods of community engagement in relation to design projects.

Collaborate effectively with other professionals and with members of various communities.

Employ models of collaborative leadership, AND FACILITATION

Engage as Prime Consultant on a design project.

State and defend a position in relation to aspects of the built environment.

Analyze the effects of the construction industry on the environment.

Legend:

- Introductory Years
- Anticipated Co-Op Terms

Markup Guide:

Engagement Level

- I Introduction
- R Reinforcement
- P Proficiency

Evaluation Method

- L Lecture
- T Test
- D Design Project
- Propose Your Own

Example



Introduction through a Design Project



School of Architecture Initiative University of Saskatchewan

...
FINDING & DISCOVERY
ON DESIGN
COLLABORATE

EVALUATION & ADVOCACY?

DESIGN + DISCOVERY
INTER- & TRANS DISCIPLINARY
INTEGRATED DESIGN
ADVOCACY

(STUD 10)

(CONTEXT FOR STUDIO)

EFFECTIVELY

QUESTIONING WORD

THEORY (ESSAY)

FABRICATION
THEIR COMMUNITIES

GAIN AN UNDERSTANDING OF MULTIPLE WAYS OF KNOWING

UNDERSTAND & DEFINE THE COMMUNITIES NEEDED IN THE COLLABORATION

IDENTIFY TOOLS OF COMMUNITY ENGAGEMENT

* UNDERSTAND BALANCE *

ADVOCACY FOR MEANINGFUL ARCHITECTURAL PRACTICE & CULTURE
POSSESS EFFECTIVE

WRITTEN, ORAL & VISUAL PROFESSIONAL COMMUNICATIONS

INTERDISCIPLINARY BODIES OF KNOWLEDGE INCLUDING NON-TRADITIONAL

PRACTICAL EXPERIENCE THROUGH STUDIO

COLLABORATE WITH OTHER DISCIPLINES * CROSS LISTING

TEAM COACHING APPLIED

MOCK PROCESSING * EXPERIENTIAL LEARNING

Curricular Area 6: LOCAL CONTEXTS

SENSE OF PLACE

M.Arch.: Act in all areas of architectural concern with a deep understanding of and engagement in the particular circumstances, issues and concerns of Saskatchewan, including a meaningful engagement with the concerns of Indigenous people of Saskatchewan, while understanding its relationship to increasingly globalized pressures.

B.Des.: Understand the role of the design professions in relation to the important issues facing the province of Saskatchewan in its global context.

Reciprocity
reconcile
criticism
honour
sense of place + wellbeing

Describe the role that architecture has to play in the various communities in Saskatchewan.

Identify the divergent pressures on the built environment in different parts of the province and to different communities.

Develop design projects within the context(s) of a cold climate, in both urban and rural situations.

Understand the ways in which Indigenous Ways of Knowing intersect with architectural practice and use this knowledge to the benefit of Indigenous peoples of Saskatchewan.

Understand the role that climate has to play in architectural design.

Apply the tools and methods of architectural design to the development of the built environment and ecology of Saskatchewan.

Apply global and international developments in various fields to the design of buildings and environments for Saskatchewan.

Legend:

- Introductory Years
- Anticipated Co-Op Terms

Markup Guide:

- Engagement Level
- I Introduction
 - R Reinforcement
 - P Proficiency
- Evaluation Method
- L Lecture
 - T Test
 - D Design Project
 - Propose Your Own
- Example
- I Introduction through a Design Project
 - D Design Project

Th = Thesis
S = site visit
IS = indep study

defined + has played (historical perspective)

mutual / reconcile, ecology, communities, increase complexity

winter, respectfully, aware of and able to incorporate, lead

Understand the ways in which Indigenous Ways of Knowing intersect with architectural practice and use this knowledge to the benefit of Indigenous peoples of Saskatchewan.

Understand the role that climate has to play in architectural design.

Apply the tools and methods of architectural design to the development of the built environment and ecology of Saskatchewan.

Apply global and international developments in various fields to the design of buildings and environments for Saskatchewan.

external influences

reciprocate...
honour...
reconcile...
articulate...
respect...

recognize the variability of the economy as a

* 80°C temperature

OPPORTUNITY TO EXPLORE
Proposed to...
Community Design

5+ use this project engages audience and individual world views

OPPORTUNITY TO EXPLORE
Found a...
Independent can incorporate their special initiatives

a course exists at Mount Royal...
there were made available to a local First Nation.

2- +

(Some exposure Indigenous)

Site visits
- 1 to 2 hr of the local incorporated into the course

Community Design
eg. Cumberland
- narrow, rural - seating plan
- completed by 2010 to recognize to save the

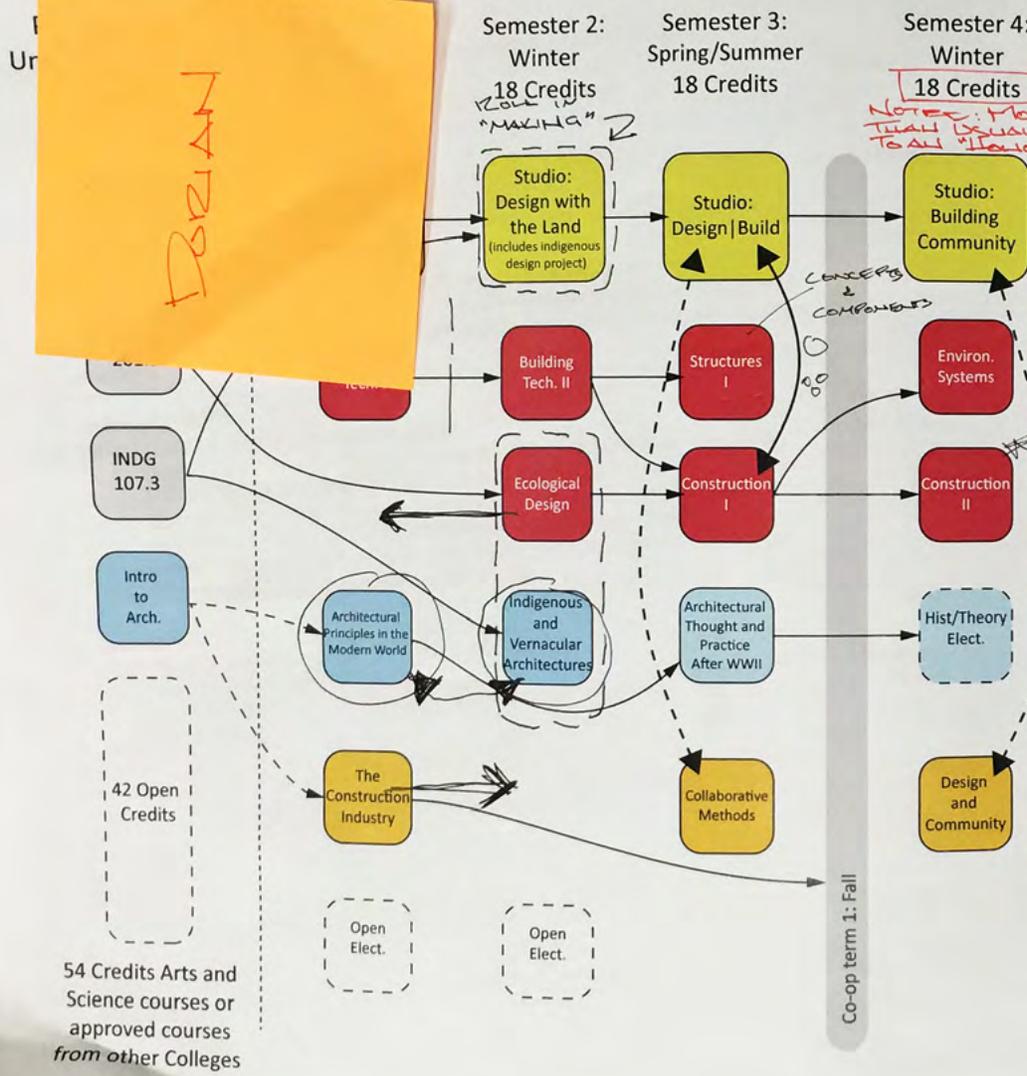
Community Design
+ experiential

Independent can incorporate their special initiatives

SIDETASKS

1. DO ANY OF THESE COURSE SPECIFIC RESOURCES
2. CAN ANY OF THESE COURSES TAUGHT BY, OR OPEN TO,

Bachelor of Design in Architecture



54 Credits Arts and Science courses or approved courses from other Colleges

SEE REQUIRE
 COURSES BE
 OTHER UNITS

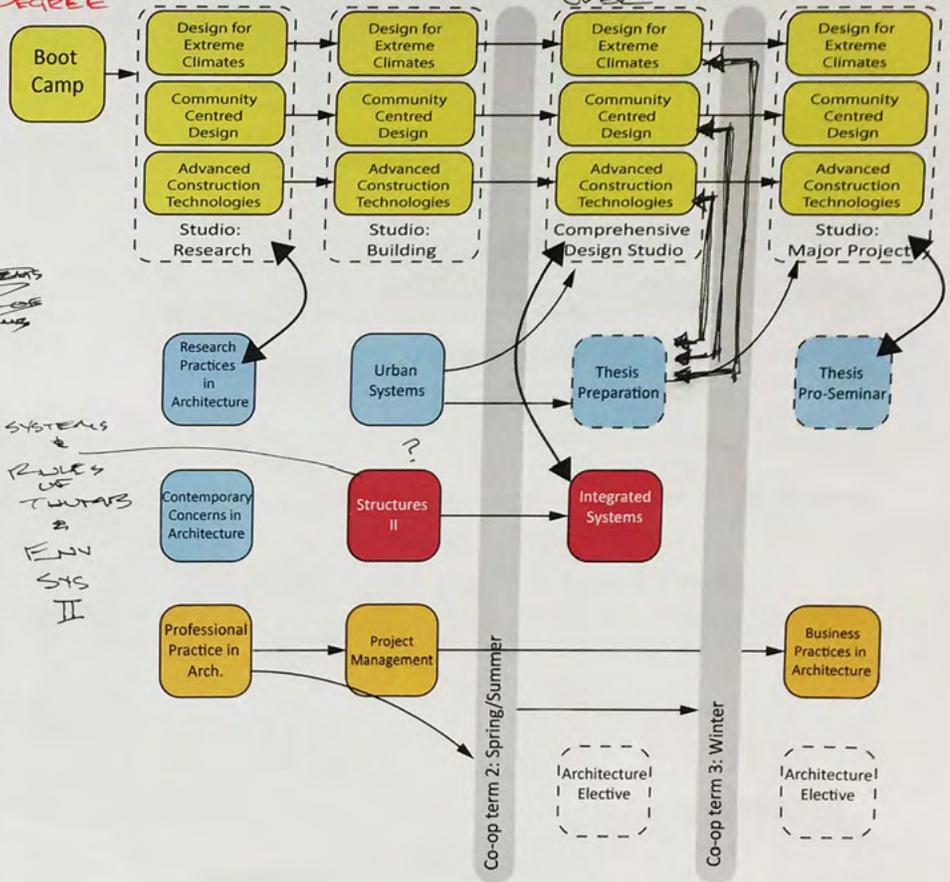
TABLE B: DESIGN STUDIO
 PAGES 1-4, 20-23

Master of Architecture

Semester 1: Fall 15 Credits
 Semester 2: Winter 15 Credits
 Semester 3: Fall 15 Credits
 Semester 4: Spring/Summer 15 Credits

CAPS REQ.
 RESOURCE
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 -SPACE
 -STAFF
 DEGREE

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STUDIO 2: DESIGN WITH THE LAND

Term and Level of Offering: Bachelor of Design in Architecture, Semester 2, Winter

Format: Studio, 12 hours per week – assuming 156 hours, 39 studios, 13 weeks

Credits: 6

Prerequisite: INDG107.3, STUDIO 1 – *not to solely rely on INDG 107.3*

Course Description:

This course requires students to design architectural projects, including small buildings, within a physical, ecological and cultural context. Students will begin to develop an intentional design process as well as their skills with design methods and technologies. The studio will also introduce basic ideas of sustainable design as well as formal, material and constructional considerations.

- reflect this in a more

Learning Objectives:

By the end of the course students should be able to:

- Make use of the tools and methods of design developed in earlier studios at a higher level of proficiency ✓
- ✓ • (Make use of Building Information Management software to design and document a building)?
- Describe and make use of an intentional design process
- Develop a program for a building of low complexity
- Making use of inputs from other areas of the curriculum, develop, document and present to a critical audience a schematic design for a building of a low level of programmatic complexity
- Consider the influence of ecology, indigenous building practices, community needs, and the environment on the design of buildings
- Integrate basic ideas of sustainable design with an understanding of material properties and construction methods into the design of buildings

opportunity -

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- emphasis on of bld

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Evaluation:

1. Project one: site structure Using techniques developed in the previous studio, students design a structure that fulfils a functional need and fits into its site.	4 weeks	25%
2. Project two: the detail Students design a detail of their site structure using drawings and model.	2 weeks	15%
3. Project three: drawing exercise Students produce a speculative drawing building on architectural issues studied in other courses.	2 weeks	15%
4. Project three: small building Using BIM software as well as tools previously developed, students design a building of the programmatic complexity of a small house, incorporating ideas about sustainable design.	5 weeks	35%
5. Portfolio	N/A	10%

- team b

- main Han

= out-door

- extreme

- material (mater.

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TABLE D JAKE CHALKASH
AUGUST 17th

Required Texts: TBD

Class Schedule:

Week	Topic	Readings/Discussion	Assignment
1	Course Introduction Project 1 Introduction	Building and Site	Site Structure
2		Precedents	Site Structure
3		TBC	Site Structure
4	Project 1 Reviews	TBC	Site Structure
5	Project 2 Introduction BIM Seminar	TBC	The Detail
6	Project 2 Reviews	TBC	The Detail
7	Project 3 Introduction	Perspective	Drawing Exercise
8	Project 3 Reviews	TBC	Drawing Exercise
9	Final Project Introduction	Developing program	Small Building
10	Computer Graphics Seminar	Architectural Ideas	Small Building
11		TBC	Small Building
12		Presenting a project	Small Building
13			Small Building
Exam Period	Final Reviews		

THERE IS A
* PROPOSAL
(to be replaced
OR SIGNIFICANTLY
MODIFIED)
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* REGIONAL REPRESENTATION
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STUDIO 2: DESIGN WITH THE LAND

Term and Level of Offering: Bachelor of Design in Architecture, Semester 2, Winter

Format: Studio, 12 hours per week – assuming 156 hours, 39 studios, 13 weeks

Credits: 6

Prerequisite: INDG107.3, STUDIO 1

Course Description:

This course requires students to design architectural projects, including small buildings, within a physical, ecological and cultural context. Students will begin to develop an intentional design process as well as their skills with design methods and technologies. The studio will also introduce basic ideas of sustainable design as well as formal, material and constructional considerations.

INDIGENOUS WAY
OF INHABITING
PHYSICAL MAKE

Learning Objectives:

By the end of the course students should be able to:

- Make use of the tools and methods of design developed in earlier studios at a higher level of proficiency
- Make use of ~~Building Information Management software to design and document a building~~ ^{NOT YET}
- Describe and make use of an intentional design process
- Develop a program for a building of low complexity
- Making use of inputs from other areas of the curriculum, develop, document and present to a critical audience a schematic design for a building of a low level of programmatic complexity
- Consider the influence of ecology, indigenous building practices, community needs, and the environment on the design of buildings
- Integrate basic ideas of sustainable design with an understanding of material properties and construction methods into the design of buildings

ROLE OF S
-GET INTO
TO UNDERSTAND
CLIMATE
BUILDING
ARTIFACT

Evaluation:

1	Project one: site structure Using techniques developed in the previous studio, students design a structure that fulfils a functional need and fits into its site.	4 weeks	25%
2	Project two: the detail Students design a detail of their site structure using drawings and model.	2 weeks	15%
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4	Project three: small building Using BIM software as well as tools previously developed, students design a building of the programmatic complexity of a small house, incorporating ideas about sustainable design.	5 weeks	35%
5	Portfolio	N/A	10%

ONE INSTR
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Required Texts: TBD

Class Schedule:

Week	Topic	Readings/Discussion	Assignment
1	Course Introduction Project 1 Introduction	Building and Site	Site Structure
2		Precedents	Site Structure
3		TBC	Site Structure
4	Project 1 Reviews	TBC	Site Structure
5	Project 2 Introduction BIM Seminar	TBC	The Detail
6	Project 2 Reviews	TBC	The Detail
7	Project 3 Introduction	Perspective	Drawing Exercise
8	Project 3 Reviews	TBC	Drawing Exercise
9	Final Project Introduction	Developing program	Small Building
10	Computer Graphics Seminar	Architectural Ideas	Small Building
11		TBC	Small Building
12		Presenting a project	Small Building
13			Small Building
Exam Period	Final Reviews		

OF PATTERNS
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STORY
THE LAND
AND EXTREME
OF
CT

7 Tim LILBURN - LIVING IN THE WORLD
AS IF IT WERE HOME
WADE DAVIS - THE WAYFINDERS
JOHN RAWLSON SAUL - THE COMEBACK
THOMAS KING - GREEN GRASS RUNNING WATER
(OR OTHER)

PERMANENT "TEAM OF ELDERS" TO SUPPORT SCHOOL
ONE OR MORE POSITIONS SHOULD BE IDENTIFIED CANDIDATES

WORLD

STUDIO 2: DESIGN WITH THE LAND

Term and Level of Offering: Bachelor of Design in Architecture, Semester 2, Winter

Format: Studio, 12 hours per week – assuming 156 hours, 39 studios, 13 weeks

Credits: 6

Prerequisite: INDG107.3, STUDIO 1

Course Description:

This course requires students to design architectural projects, including small buildings, within a physical, ecological and cultural context. Students will begin to develop an intentional design process as well as their skills with design methods and technologies. The studio will also introduce basic ideas of sustainable design as well as formal, material and constructional considerations.

Learning Objectives:

By the end of the course students should be able to:

- Make use of the tools and methods of design developed in earlier studios at a higher level of proficiency
- Make use of Building Information Management software to design and document a building
- Describe and make use of an intentional design process
- Develop a program for a building of low complexity
- Making use of inputs from other areas of the curriculum, develop, document and present to a critical audience a schematic design for a building of a low level of programmatic complexity
- Consider the influence of ecology, indigenous building practices, community needs, and the environment on the design of buildings
- Integrate basic ideas of sustainable design with an understanding of material properties and construction methods into the design of buildings

Evaluation:

1. Project one: site structure	4 weeks	25%
Using techniques developed in the previous studio, students design a structure that fulfils a functional need and fits into its site.		
2. Project two: the detail	2 weeks	15%
Students design a detail of their site structure using drawings and model.		
3. Project three: drawing exercise	2 weeks	15%
Students produce a speculative drawing building on architectural issues studied in other courses.		
4. Project three: small building	5 weeks	35%
Using BIM software as well as tools previously developed, students design a building of the programmatic complexity of a small house, incorporating ideas about sustainable design.		
5. Portfolio	N/A	10%

Handwritten notes in red ink:

- "MAY NOT NEED TO BE AN EXPLICIT PREREQ IF IT IS ALSO REQ FOR THE THEORY COURSE" (with arrow pointing to Prerequisite)
- "DOES NOT DESCRIBE WHY THIS WOULD BE A PREREQ" (with arrow pointing to Prerequisite)
- "EMPHASIS ON OBSERVATION" (with arrow pointing to Course Description)
- "EARLIER" (with arrow pointing to Learning Objectives)
- "ON INDIGENOUS CULTURES & VALUES" (with arrow pointing to Learning Objectives)
- "*PREPARED/IN REL TO..." (with arrow pointing to Learning Objectives)
- "*BUILDING IS LIMITING PREFER AN ARCHITECTURE" (with arrow pointing to Learning Objectives)
- "COULD THESE LEARNING OBJECTIVES BE MORE EXPLICIT TO THEIR PREREQUISITE AND FOLLOWERS? - COULD BE" (written vertically on the left side)
- "CHANGED" (written vertically on the right side)

IAN MCCARY: DESIGN ON THE LAND

Required Texts: TBD

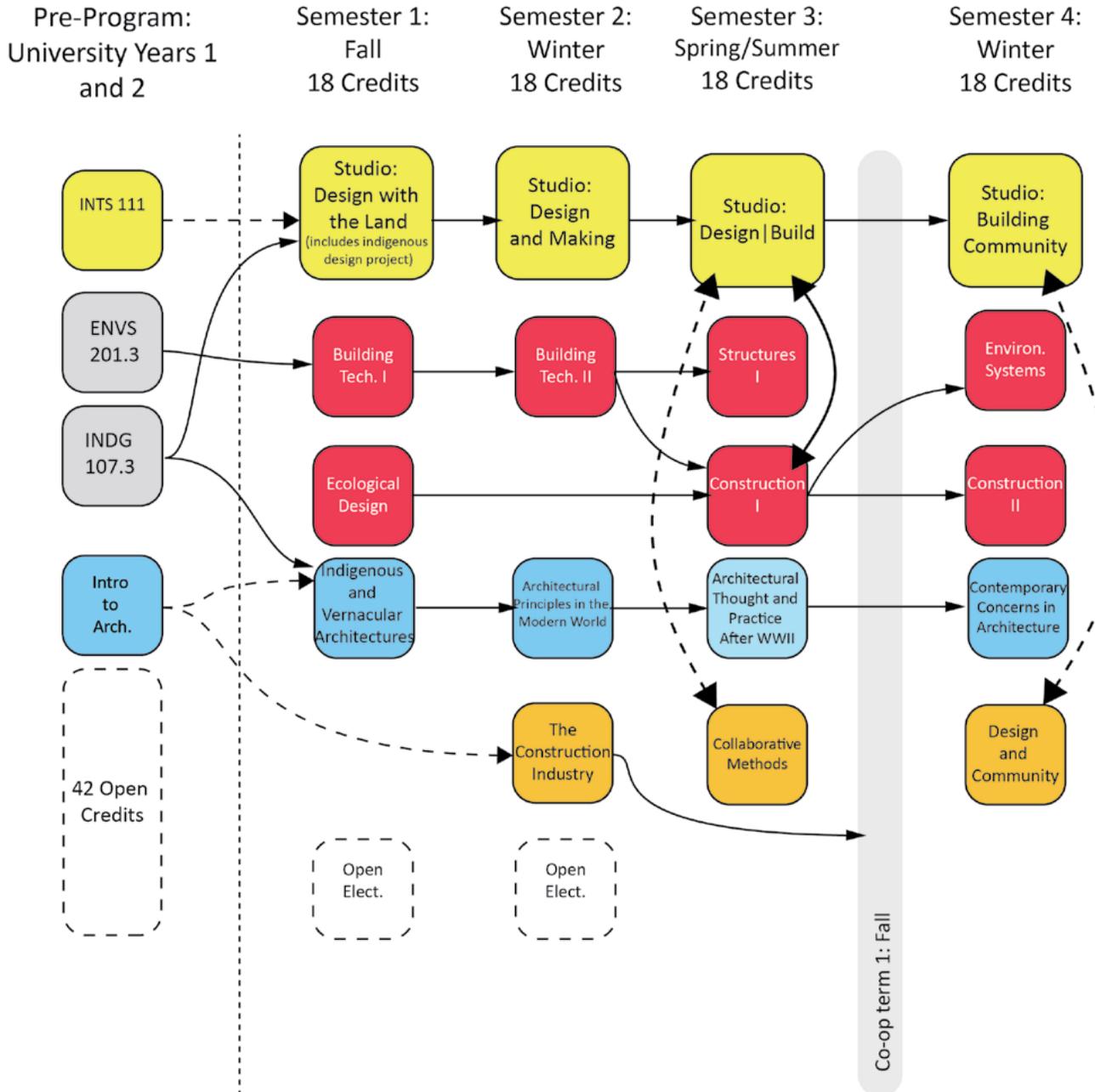
Class Schedule:

Week	Topic	Readings/Discussion	Assignment
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8	Project 3 Reviews	TBC	Drawing Exercise
9	Final Project Introduction	Developing program	Small Building
10	Computer Graphics Seminar	Architectural Ideas	Small Building
11		TBC	Small Building
12		Presenting a project	Small Building
13			Small Building
Exam Period	Final Reviews		

RESOURCES: THE OUTDOORS

Appendix D: Program Flow Diagram

Bachelor of Design in Architecture



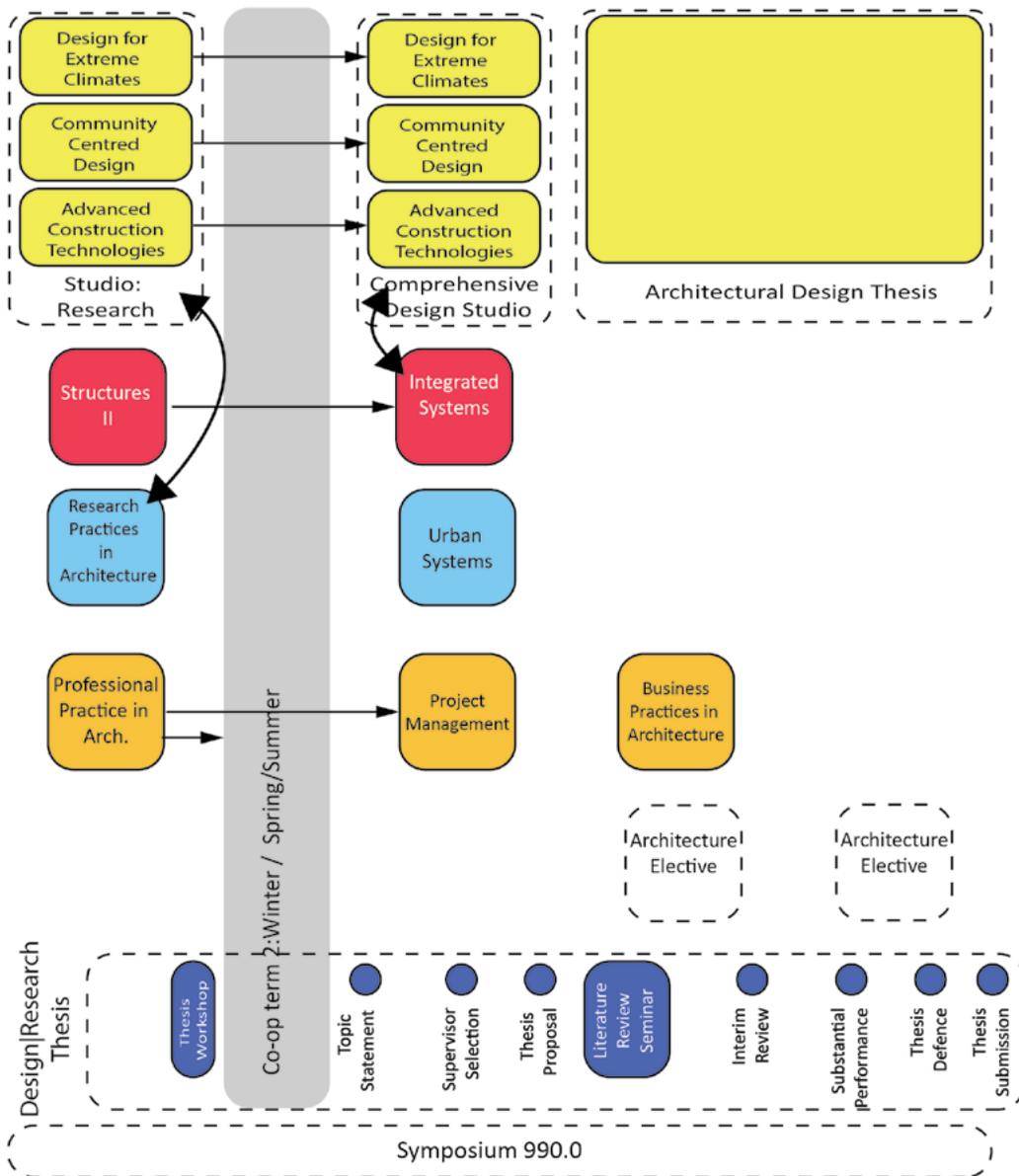
Master of Architecture

Semester 1:
Fall
15 Credits

Semester 2:
Fall
15 Credits

Semester 3:
Winter
15 Credits

Semester 4:
Spring/Summer
15 Credits



Co-op term 1a: Spring/Summer

Appendix E: Completed Program Mappings

Curricular Area 1: DESIGN

October 2016

Legend:

- ▷ Introductory Level Expectations
- ▶ Intermediate or Reinforcement Level Expectations
- Advanced or Proficiency Level Expectations
- Supporting Material or Experience

	Pre-Program					Term	
	Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture		
<p>M.Arch: employ intentional and well-developed design processes and articulate their theoretical bases, and in so doing, make use of the tools and techniques typical of architectural design, including new and emerging technologies. Prepare designs for reasonably complex buildings and other architectural projects. Produce representations of the design for multiple purposes, including for construction.</p> <p>B.Des.: make basic use of the tools and techniques typical of contemporary design and a defined design process in order to design buildings of a moderate level of programmatic and technical complexity and other architectural projects. The graduate will be able to produce representations of the proposed design that will illustrate the conceptual ideas, spatial and programmatic relationships, and general technical and material considerations.</p>		▷				▷	
	<i>Make use of fundamental tools of design, including sketching, drawing, and model-making.</i>						
	<i>Make use of contemporary tools of design, including computer drafting, model-making and rendering, BIM,</i>						
	<i>Make us of emerging tools of design, including Parametric modelling, simulation techniques and digital fabrication technologies (combine with above). **</i>						
	Describe and make use of and contextualize intentional design processes, including research and analysis related to site and program; discuss and make use of various theories of design.		▷				▷
	Understand and make use of principles of composition and form generation in 2D and 3D.		▷				▷
	<i>Develop and elaborate an architectural program for a building of a moderate level of complexity; analyze an architectural program in relation to a proposed site and its multiple (social, technical, environmental, ethical, aesthetic) contexts.</i>						
	<i>Develop a schematic design for a building of a moderate level of complexity, making appropriate use of inputs from other areas of the curriculum, including theoretical, social, aesthetic and technical considerations.</i>						
	<i>Integrate technical and material systems into the design of a building of a moderate level of complexity, making use of inputs from other areas of the curriculum, including theoretical, social, aesthetic and technical considerations.</i>						
	<i>Produce documentation required in order to communicate design intent, appropriate to the stage of design, including two-dimensional and three-dimensional images; orthographic drawings; physical models; diagrams; construction documents; and outline specifications.</i>						▷
Describe the components of construction documents, the role and hierarchy of each component, and the relationship between construction documents and contract documents.							

Bachelor of Design - Architecture											
U1 F	Term U2 W				Term U3 S/S				Term U4 W		
Building Technology I											
Ecological Design											
Indigenous and Vernacular Architectures											
Elective											
Studio: Design and Making	▽	▽	▽	▽	▼	▼	▼	▼	▼	▼	▼
Building Technology II											
Architectural Principals in the Modern World											
The Construction Industry											
Elective											
Studio: Design/Build					▼	▼	▼	▼	▼	▼	▼
Structures I											
Construction I											
Collaborative Practices											
Architectural Thought and Practice after WWII											
Coop Term I - Fall					○	○	○	○	○	○	○
Studio: Building Community					●	▼	▽	▼	▼	▼	▼
Environmental Systems											
Construction II											
Design and Community											
Contemporary Concerns in Architecture											

Master of Architecture											
Term M1 F				Term M2 F				Term M3 W		Term M4 S/S	
Studio in architectural research											
Professional Practice in Arch.											
Research Practices in architecture											
Structures II											
Coop Term II											
Coop Term III											
Comprehensive Design Studio				●	●	●	●				
Integrated Systems											
Urban Systems											
Architectural Project Management											
Design Research Thesis											
Thesis Seminar											
Elective											
Design Research Thesis											
Business Practices in Architecture											
Elective											

Curricular Area 2: Architectural Culture

October 2016

Legend:

- ▷ Introductory Level Expectations
- ▶ Intermediate or Reinforcement Level Expectations
- Advanced or Proficiency Level Expectations
- Supporting Material or Experience

M.Arch.: understand the larger theoretical, social, cultural, political, economic, technological and environmental contexts of architecture and the impact of ideas on its development. Graduates will also be able to undertake critical forms of research and analysis, and communicate about architecture within this broad range of contexts through writing, speaking, and graphic multi-media.

B.Des.: Understand the relationship between design and its broader cultural context, including Indigenous cultures. Analyze buildings, communities and other design projects formally and in their social, environmental and political contexts. Communicate this analysis through writing, speaking and graphic media. Understand in broad strokes the development of Architectural history and theory..

Apply techniques of research and analysis to issues, concepts and debates related to architecture as a discipline.

Write, speak and communicate in an appropriate medium on issues, concepts and debates related to architecture as a discipline.

Understand the role of architecture within contemporary and historical cultures.

Understand key developments in architectural history, theory and practice.

Recognize key global architectural traditions and global cultural awareness - humanitarian architecture.

Recognize key aspects of indigenous building practices in Canada and internationally, and community, cultures processes and "Sense of Place"

Critically analyze an architectural project in terms of its social, political, formal, material, aesthetic and other contexts (Note: materials and technologies)

Analyze important issues and concepts in contemporary architectural theory and use within design practice.

Understand principles of sustainable development and sustainable design and use within design practice.

Understand principles of urban design and planning and use within design practice.

Understand principles of ecology, landscape and site design and use within design practice.

Pre-Program					Term
Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture	Studio: Design with the Land
					▷
	▷			▷	▷
				▷	▷
				▷	
				▷	▷
		▷			
		▷			

Bachelor of Design - Architecture											
U1 F	Term U2 W				Term U3 S/S				Term U4 W		
Building Technology I											
Ecological Design											
Indigenous and Vernacular Architectures			▽								
Elective											
Studio: Design and Making			▼								
Building Technology II											
Architectural Principals in the Modern World			▼								
The Construction Industry											
Elective											
Studio: Design/Build											
Structures I											
Construction I											
Collaborative Practices											
Architectural Thought and Practice after WWII											
Coop Term I - Fall											
Studio: Building Community			▼								
Environmental Systems											
Construction II											
Design and Community											
Contemporary Concerns in Architecture											

Master of Architecture											
Term M1 F			Term M2 F				Term M3 W		Term M4 S/S		
Studio in architectural research											
Professional Practice in Arch.											
Research Practices in architecture											
Structures II											
Coop Term II											
Coop Term III											
Comprehensive Design Studio											
Integrated Systems											
Urban Systems											
Architectural Project Management											
Design Research Thesis											
Thesis Seminar											
Elective											
Design Research Thesis											
Business Practices in Architecture											
Elective											

Curricular Area 3: Architectural Technologies

October 2016

Legend:

- ▷ Introductory Level Expectations
- ▶ Intermediate or Reinforcement Level Expectations
- Advanced or Proficiency Level Expectations
- Supporting Material or Experience

	Pre-Program					Term
	Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture	
<p>M.Arch.: actively participate in the analysis design and integration of building technologies and understand the principles involved in the design of the various systems, the impacts of these systems on the design of a building as a whole, and the roles, requirements and priorities of the full range of specialists involved in the design and construction process.</p> <p>B.Des.: understand the basic principles underlying building systems and components, including structural, environmental and material systems, as well as the impact of those systems on the overall building design.</p>	Understand the principles of Building Codes and apply code requirements (exiting, fire separation, universal access) to the design of a building; complete a Building Code analysis of a design proposal. Concept of alternative solutions - codes and construction.					
	Consider the effects of building systems, including structural, environmental and their integration on the form and materiality of a building; make appropriate preliminary selection of structural systems in relation to design intentions for a building.					
	Integrate both passive and active strategies for environmental control into the design of a building.					
	Design building envelopes in keeping with current best practices.					
	Calculate the energy performance of building envelope systems and integrate an understanding of energy performance into building design.					
	Understand the role of light and sound comfort in architectural design and make use of these in the design of buildings.					
	Be aware of other building systems, including emerging building systems, and their effects on design.					
	Coordinate the requirements of multiple systems and subsystems within the design of a building.					
	Make appropriate material selections for all building components.					
	Develop the design and draw (represent) of key components of a building at the level of a detail.					
	Integrate principles and applications of sustainable design			▷		
	Understand construction materials, methods, sequences, trades. Construction group with code.					
	Understand basic scientific principles applicable to building systems (geography, climate)	●		▷		
	Understand basic scientific principles applicable to building systems (physics, chemistry) - pre-requisite	●				
	Basic math, algebra, and geometry (pre-calculus) - pre-requisite	●				
					Studio: Design with the Land	

Bachelor of Design - Architecture											
Term U1 F	Term U2 W				Term U3 S/S				Term U4 W		
Building Technology I											
Ecological Design											
Indigenous and Vernacular Architectures											
Elective											
Studio: Design and Making											
Building Technology II											
Architectural Principals in the Modern World											
The Construction Industry											
Elective											
Studio: Design/Build											
Structures I											
Construction I											
Collaborative Practices											
Architectural Thought and Practice after WWII											
Coop Term I - Fall											
Studio: Building Community											
Environmental Systems											
Construction II											
Design and Community											
Contemporary Concerns in Architecture											

Master of Architecture											
Term M1 F	Term M2 F				Term M3 W			Term M4 S/S			
Studio in architectural research											
Professional Practice in Arch.											
Research Practices in architecture											
Structures II											
Coop Term II											
Coop Term III											
Comprehensive Design Studio											
Integrated Systems											
Urban Systems											
Architectural Project Management											
Design Research Thesis											
Thesis Seminar											
Elective											
Design Research Thesis											
Business Practices in Architecture											
Elective											

Bachelor of Design - Architecture									
Term U1 F	Term U2 W			Term U3 S/S			Term U4 W		
Building Technology I									
Ecological Design									
Indigenous and Vernacular Architectures									
Elective									
Studio: Design and Making									
Building Technology II									
Architectural Principals in the Modern World									
The Construction Industry									
Elective									
Studio: Design/Build									
Structures I									
Construction I									
Collaborative Practices									
Architectural Thought and Practice after WWII									
Coop Term I - Fall									
Studio: Building Community									
Environmental Systems									
Construction II									
Design and Community									
Contemporary Concerns in Architecture									

Master of Architecture									
Term M1 F	Term M2 F			Term M3 W			Term M4 S/S		
Studio in architectural research									
Professional Practice in Arch.									
Research Practices in architecture									
Structures II									
Coop Term II									
Coop Term III									
Comprehensive Design Studio									
Integrated Systems									
Urban Systems									
Architectural Project Management									
Design Research Thesis									
Thesis Seminar									
Elective									
Design Research Thesis									
Business Practices in Architecture									
Elective									

Curricular Area 5: Collaboration

October 2016

Legend:

- ▷ Introductory Level Expectations
- ▶ Intermediate or Reinforcement Level Expectations
- Advanced or Proficiency Level Expectations
- Supporting Material or Experience

		Pre-Program					Term
		Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture	
M. Arch.: collaborate with members of society, and take on leadership positions, in matters related to the production and stewardship of our communities and environment; fully integrate public engagement into the practice of architecture. B.Des.: undertake collaborative projects with colleagues, community partners, institutions and individuals. Understand the principles of team effectiveness and leadership. Recognize the role of the design professions in community and environmental stewardship.	Make use of various methods of community engagement in relation to design projects.						
	Collaborate effectively with other professionals and with members of various communities.						
	<i>Effectively employ models of collaborative leadership and facilitation.</i>						
	<i>Understand the role of the Prime Consultant on a design project.</i>						
	Clearly state and defend a position in relation to aspects of the built environment.					▷	▷
	<i>Describe the effects of the fabrication on the built and natural environment and their communities.</i>						▷
	Understand the diversity of forms of knowledge and ways of knowing as well as the role of interdisciplinary and non-traditional knowledge.				▷		
	Understand and develop specific techniques for collaborating with various and diverse communities.						
Advocate for cultures and communities within and outside of architectural practice.	▷			▷		▷	

Bachelor of Design - Architecture										Master of Architecture									
Term U1 F		Term U2 W			Term U3 S/S			Term U4 W		Term M1 F		Term M2 F			Term M3 W		Term M4 S/S		
Building Technology I										Studio in architectural research									
Ecological Design										Professional Practice in Arch.									
Indigenous and Vernacular Architectures										Research Practices in architecture									
Elective										Structures II									
Studio: Design and Making										Coop Term II									
Building Technology II										Coop Term III									
Architectural Principals in the Modern World										Comprehensive Design Studio									
The Construction Industry										Integrated Systems									
Elective										Urban Systems									
Studio: Design/Build										Architectural Project Management									
Structures I										Design Research Thesis									
Construction I										Thesis Seminar									
Collaborative Practices										Elective									
Architectural Thought and Practice after WWII										Design Research Thesis									
Coop Term I - Fall										Business Practices in Architecture									
Studio: Building Community										Elective									
Environmental Systems																			
Construction II																			
Design and Community																			
Contemporary Concerns in Architecture																			

Curricular Area 6: Local Contexts

October 2016

Legend:

- ▷ Introductory Level Expectations
- ▶ Intermediate or Reinforcement Level Expectations
- Advanced or Proficiency Level Expectations
- Supporting Material or Experience

	Pre-Program					Term	
	Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture		
<p>M.Arch.: act in all of the above with a deep understanding of and engagement in the particular circumstances, issues and concerns of Saskatchewan, including a meaningful engagement with the concerns of Indigenous people of Saskatchewan, while understanding its relationship to increasingly globalized pressures. Act with reciprocity, reconciliation, honour and strive to support a sense of place and well being.</p> <p>B.Des.: understand the role of the design professions in relation to the important issues facing the province of Saskatchewan in its global context. Understand Indigenous knowledge as it applies to architecture and design. Act with reciprocity, reconciliation, honour and strive to support a sense of place and well being.</p>					▷		
	Describe the role that architecture has to play and has played (historical perspective) in the various communities in Saskatchewan.						
	Identify the mutual/divergent pressures on the built environment in different parts of the province and to different economies, ecology, and increasing complexity communities. Recognize the diversity of economies and ecologies in the Province.		▷	▷			
	Develop design projects within the context(s) of a cold winter climate, in both urban and rural situations.						
	Aware of and able to respectfully incorporate areas in which Indigenous Ways of Knowing lead/ intersect with architectural practice, and use this knowledge to the benefit of all peoples of Saskatchewan.			▷			▶
	Understand the role that culture (local) has to play in architectural design.				▷		
	Apply the tools and methods of architectural design to the development of the economy of Saskatchewan.						▷
Apply global and international developments in various disciplines and humanities to the design of buildings and environments for Saskatchewan.	▷						

Bachelor of Design - Architecture									
U1 F	Term U2 W			Term U3 S/S			Term U4 W		
Building Technology I									
Ecological Design									
Indigenous and Vernacular Architectures	▽								
Elective									
Studio: Design and Making	▽	▼	▼						
Building Technology II									
Architectural Principals in the Modern World									
The Construction Industry									
Elective									
Studio: Design/Build									
Structures I									
Construction I									
Collaborative Practices									
Architectural Thought and Practice after WWII									
Coop Term I - Fall									
Studio: Building Community	▽	▼	▼						
Environmental Systems									
Construction II									
Design and Community									
Contemporary Concerns in Architecture									

Master of Architecture									
Term M1 F			Term M2 F			Term M3 W		Term M4 S/S	
Studio in architectural research									
Professional Practice in Arch.									
Research Practices in architecture									
Structures II									
Coop Term II									
Coop Term III									
Comprehensive Design Studio									
Integrated Systems									
Urban Systems									
Architectural Project Management									
Design Research Thesis									
Thesis Seminar									
Elective									
Design Research Thesis									
Business Practices in Architecture									
Elective									

Appendix F: CACB Program Mapping

CACB Student Performance Criteria October 2016 Legend: ▷ Introductory Level Expectations ▶ Intermediate or Reinforcement Level Expectations ● Advanced or Proficiency Level Expectations ○ Supporting Material or Experience	Bachelor of Design												
	Pre-Program			Term U1 F				Term U2 W					
	Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture	Studio: Design with the Land	Building Technology I	Ecological Design	Indigenous and Vernacular Architectures	Elective	Studio: Design and Making	Building Technology II	Architectural Principals in the Modern World
A1. General Studies: <i>The opportunity to develop a broad understanding of human knowledge in the arts and sciences, outside of the specific discipline of architecture.</i>	●									▶			
A2. Elective Courses: <i>Opportunities for students to develop particular areas of expertise or to study topics of personal interest within the discipline of architecture.</i>										▷			
B1. Global Perspectives, Environmental Stewardship and Community Engagement <i>The ability to respond to the diversity of global cultures and perspectives, positively impact society through civic and community engagement, and contribute to the stewardship of the environment.</i>			▷	▷	▷			▶	▶				
B2. Collaboration and Leadership: <i>The ability to support and foster successful individual and team dynamics, collaborative experiences, and opportunities for leadership.</i>													
C1. The Architectural Profession <i>An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.</i>													
C2. Ethical and Legal Responsibilities <i>An understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; and the role of advocacy in relation to environmental, social, and cultural issues.</i>													
C3. Practice Organization <i>An understanding of the basic principles of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation as well as an understanding of trends that affect practice.</i>													
C4. Project Management <i>An understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; and the development of work plans, project schedules, and project delivery methods.</i>													
D1. Design Theories, Precedents and Methods: <i>Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.</i>		▷				▷						▷	
D2. Design Skills: <i>Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components.</i>		▷				▷						▷	
D3. Design Tools: <i>Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.</i>		▷				▷						▷	
D4. Design Program: <i>Ability to prepare a comprehensive program for an architectural project that draws from appropriate precedents; assesses client/user needs, conditions of occupancy, and spatial parameters and requirements; and includes a review of regulatory contexts and standards relevant to the project.</i>												▷	
D5. Urban Design Context: <i>Ability to analyze the larger urban context within which architecture is situated, its developmental patterning and spatial morphologies, and infrastructural, environmental and ecological systems, and to understand the regulatory instruments (planning and zoning acts and bylaws) that govern this context, the broader implications of architectural design decisions on the evolution of cities, and the impact of urbanism on design.</i>												▷	
D6. Site Design: <i>Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.</i>			▷			▷		▷				▷	
D7. Detail Design: <i>Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling and/or full scale prototypes.</i>												▷	
D8. Design Documentation: <i>Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.</i>		▷				▷						▷	

gn - Architecture

Term U3 S/S		Term U4 W	
The Construction Industry			
Elective	▼		
Studio: Design/Build	▼	▼	
Structures I			
Construction I			
Collaborative Practices		●	
Architectural Thought and Practice after WWII			
Coop Term I - Fall			
Studio: Building Community	▼	▼	
Environmental Systems			
Construction II			
Design and Community		●	
Contemporary Concerns in Architecture			

Master of Architecture

Term M1 F		Term M2 F		Term M3 W		Term M4 S/S	
Studio in architectural research	▼						
Professional Practice in Arch.							
Research Practices in architecture							
Structures II							
Coop Term II							
Coop Term III							
Comprehensive Design Studio	▼						
Integrated Systems							
Urban Systems							
Architectural Project Management				●			
Design Research Thesis	▼						
Thesis Seminar							
Elective				●			
Design Research Thesis							
Business Practices in Architecture							
Elective							●

CACB Student Performance Criteria

October 2016

Legend:

- ▷ Introductory Level Expectations
- ▶ Intermediate or Reinforcement Level Expectations
- Advanced or Proficiency Level Expectations
- Supporting Material or Experience

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

E3. Architectural History and Theory

Understanding of the history of architecture, landscape, and urban design; the conceptual and theoretical frameworks that have shaped these disciplines; and the relevant precedents and cultural, political, ecological, and technological factors that have influenced their development.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F2 Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

F3. Environmental Systems

Understanding of the basic principles that inform the design of passive and active environmental modification systems and building service systems, the issues involved in the coordination of these systems, in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

F4. Ecological Systems

Understanding of the broader ecologies that inform the design of buildings and their systems and of the impacts of design decisions on those ecologies.

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

Bachelor of Design

	Pre-Program			Term U1 F				Term U2 W					
	Elective/breadth courses	INTS 111.3	ENVS 201.3	INDG 107.3	Introduction to Architecture	Studio: Design with the Land	Building Technology I	Ecological Design	Indigenous and Vernacular Architectures	Elective	Studio: Design and Making	Building Technology II	Architectural Principles in the Modern World
E1. Critical Thinking: Research, Analysis, Synthesis					▷								
E2. Communication Skills: Writing, speaking and graphic communication					▷								
E3. Architectural History and Theory					▷								
E4. Cultural Diversity and Global Perspectives				▷									
F1. Regulatory Frameworks:							▷						
F2 Structural Systems							▷						
F3. Environmental Systems							▷						
F4. Ecological Systems			▷					▷					
F5. Building Materials, Envelope Systems, & Assemblies:							▷						
G1. Design Research		▷				▷					▷		
G2. Design Analysis		▷				▷					▷		
G3. Design Synthesis		▷				▷					▷		

**Appendix G:
Financial Tables**

DRAFT AS OF MAY 2, 2017

Arts and Science

Operating Grant	Current	Projected	Change
Restricted Provincial Operating	\$ 81,515,802	\$ 81,515,802	\$ 0.00 (0.0%)
Unrestricted Provincial Operating	\$ 81,515,802	\$ 81,515,802	\$ 0.00 (0.0%)
Tuition			
Undergraduate - Enrollment	\$ 9,532,490	\$ 9,409,631	\$ (122,859) (-1.3%)
Undergraduate - Instruction	\$ 31,438,741	\$ 32,918,864	\$ 1,480,123 (4.7%)
Graduate - Enrollment	\$ 3,327,324	\$ 3,638,418	\$ 311,094 (9.3%)
Graduate - Instruction	\$ 694,578	\$ 840,125	\$ 145,547 (21.0%)
Graduate - Supervision	\$ 3,330,944	\$ 3,632,039	\$ 301,095 (9.0%)
Total Revenue	\$ 120,395,379	\$ 120,944,887	\$ 549,508 (0.5%)
Indirect Expenses			
Research Support	\$ 4,390,380	\$ 4,557,314	\$ 166,934 (3.8%)
Student Support	\$ 26,832,996	\$ 26,979,443	\$ 146,447 (0.5%)
Graduate Support	\$ 952,545	\$ 1,019,688	\$ 67,143 (7.0%)
Faculty/Staff Support	\$ 6,124,750	\$ 6,238,908	\$ 114,158 (1.9%)
Health Sciences Support	\$ 7,925,466	\$ 8,307,489	\$ 382,023 (4.8%)
Occupancy			
General Occupancy	\$ 5,192,048	\$ 5,192,048	\$ 0.00 (0.0%)
Utilities	\$ 3,341,789	\$ 3,331,783	\$ (10,006) (-0.3%)
Caravanning	\$ 3,570,087	\$ 3,738,932	\$ 168,845 (4.7%)
Leases	\$ -	\$ -	\$ 0.00 (0.0%)
Total Expenses	\$ 83,334,968	\$ 83,325,584	\$ (9,384) (-0.01%)

Impact of Scenario ▲ \$369,423

▲ Academic Award Change ▲ \$549,508

← University Funding Change →

Diagram for illustrative purposes, not to scale

Diagram for illustrative purposes, not to scale

- Projected
- Current

Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	90.0	90.0	45.0	0.0
Type of Students	Undergraduate	Graduate	Undergraduate	
Origin of Students	Domestic	Domestic	Domestic	
New Students	0	0	0	0
Home of Students	USC 36 CRJ	USC 30 CRJ	USC 36 CRJ	None
Instruction from Home RC	None	None	None	None
Instruction NOT from Home RC	None	None	None	None
Home of Supervisor	USC 36 CRJ	USC 30 CRJ	USC 36 CRJ	None
Qualification Category	US or Grad New Place	Master's Thesis	US or Grad New Place	
Number of Resulting Qualifications	20.0	40.0	20.0	0.0

All of undergrad's US or grad (both sets) instruction is awarded by the home college.

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
Faculty_Assoc	Faculty-Professor	\$ 189,315	Yes	Yes	Yes	▲	6
Faculty_Assoc	Faculty-Associate	\$ 138,816	Yes	Yes	Yes	▲	4
Faculty_Assoc	DM/Asst Dean	\$ 178,786	Yes	Yes	No	▲	3
Faculty_Assoc	Faculty-Associate	\$ 138,816	Yes	Yes	No	▲	0.5
Exempt	Salary Band 3	\$ 77,063	Yes	Yes	Yes	▲	5
Sessional	6 Credit Unit	\$ 14,770	Yes	Yes	Yes	▲	10

Occupancy

Type	Location	Change	NAGM	Average NAGM
Academic Office	PHYSICS BUILDING	▲	4,000	18
None	Unknown	▲	0	0
None	Unknown	▲	0	0
None	Unknown	▲	0	0
None	Unknown	▲	0	0

Non-Salary Costs

Type	Research	Amount
Operation of Supplies	Yes	\$ 81,751
Other	Yes	\$ 81,751
Other	Yes	\$ 81,751
None	Yes	\$ 81,751
None	Yes	\$ 81,751

Research

	Research Revenue		Research Funds	
	Current level	Adjustment	Current level	Adjustment
In Agency	\$ 9,909,130	\$ 10,259,130	790	4
Non In Agency	\$ 13,016,234	\$ 13,276,234		

Based on updated SAT tool for use in 2016-17

					2023+	2020-21	2021-22	2022-23
					Grad yr. 2 intake	UG yr. 3 intake	UG yr. 4 intake	Grad yr1 intake
					Year 4 +	Year 1	Year 2	Year 3
45 student intake model								
Director (0.5 FTE teaching, 0.5 admin)	DH/Ass't Dean	1	179,786	179,786		179,786	179,786	179,786
Program Director (0.5 FTE teaching, 0.5 admin)	DH/Ass't Dean	2	138,826	277,652		138,826	138,826	277,652
Stipend for Program Directors		2	12,000	24,000		12,000	12,000	24,000
Career Faculty Salaries and Benefits	6 res'h & 2 Ass.	8	154,193	1,233,542		462,578	770,964	1,079,349
Sessional Lecturers - Studio	sal (8 @6cu)	8	14,770	118,160		88,620	118,160	118,160
Sessional Lecturers - other	no longer req'd	0		-		-	-	-
Teaching Assistants	Grad std rate ¹	16	3,609.45	57,751		28,876	57,751	57,751
Librarian	Faculty assoc.	0.5	138,826	69,413		69,413	69,413	69,413
Teaching Release for Co-op	Ses'l 6cu x2 term	2	14,770	29,540				
Sub-total Academic Salaries and Benefits					1,989,844	980,099	1,346,900	1,806,111
Staff - Admin Coord/EA	Ex SB2	1	77,053	77,053		77,053	77,053	77,053
Staff - AA	CUPE Ph4	2	61,642	123,285		61,642	123,285	123,285
Technical Staff	ASPA IT2/(CP6)	2	92,464	184,927		184,927	184,927	184,927
Sub-total Non-Academic Salaries and Benefits					385,265	323,623	385,265	385,265
Graduate Student Support - \$4,000/student for 50% intake			could be 2x	180,000		-	-	90,000
Direct Non-Salary Operating Costs ²				350,000	13%	100,000	200,000	200,000
Relocation and start up research costs for faculty						150,000	140,000	150,000
Library Acquisitions				40,000		60,000	40,000	40,000
ICT (computer, equipment)				100,000		50,000	100,000	100,000
Rent prior to renovation being completed				-		450,000	660,000	660,000
Sub-total non-salary costs					670,000			
Total Direct Costs					3,045,109	2,113,721	2,872,165	3,431,376
Indirect costs per SAT (TABBS)				842,707	28%	584,954	794,846	949,603
Space Overhead: Proxy utilities and caretaking ³				348,870	11%	included in rent yrs 1-3		
Total Overhead					1,191,577	584,954	794,846	949,603
Total Costs					4,236,686	2,698,675	3,667,011	4,380,979
Anticipated Tuition Revenue (\$12,000 per year- non-standard) ⁴					2,160,000	540,000	1,080,000	1,620,000
Anticipated Certified Co-op fee revenue (\$1,000 per term in addition to tuition)					135,000		45,000	135,000
Total anticipated tuition and fee revenue					2,295,000	540,000	1,125,000	1,755,000
Expenses (including indirect) less Tuition⁵					1,941,686	2,158,675	2,587,011	2,760,979
Anticipated Operating Grant impact ⁶					2,311,104	lag	lag	1/5th
Expenses less Tuition and Op. Grant Allocation					(369,418)	16%		
Renovations for Space: \$20-30M. ⁷ If not fundraised, shown over 25 years					and/or	1,000,000		
Costs of Fundraising (10%) (one-time)						2,500,000		

- Notes**
- 1 Grad student rate** is increased by 50% from current rate given the recent orization of PSAC.
 - 2 Operating costs include** \$100k workshop and program, \$90k events, projects and promotion, \$25k research support, \$25k student support and \$110k other.
 - 3 Space overhead** is calculated using occupancy model portion of TABBS for utilities and caretaking costs only. Uses similar space type building (Physics). Also contacted Colliers as likely that caretaking for building would be externally contracted. Colliers' estimate is nearly \$100,000 per year lower but does not include insurance, taxes, snow removal and is a very high level estimate at
 - 4 Tuition revenue:** Recommending a non-standard tuition revenue averaging \$12,000 per year. Assume all tuition revenue is allocated to Architecture as all salary costs included in this budget, even if the home college is elsewhere costs for that portion of salary is still included in Architecture budget. Assuming all costs are incremental not using existing resources in other colleges. Tuition revenue included in above budget assumes all tuition is incremental. If 50% of admitted undergrads were existing A&S students and only incremental tuition above A&S rates were included, the tuition revenue projected above in year 4 would decrease by \$180,000/year.
 - 5 Direct expenses less projected tuition is \$750,109 annual cost by year 4**
 - 6 Anticipated provincial operating grant impact:** As per TABBS SAT, assuming half of UG students are existing students, using average A&S multipliers in SUFM (which is likely low as Arch. students may fit under alternate or new discipline). Assumes all else is equal at both UoFS and UofR. Above assumes that all yr 4 FLE are included in this year of model but model uses 5 year data averages. If

Appendix H: Course Outlines

ARCD 111.3 Introduction to Architecture

Delivery Format: Lecture, 3 hours per week

Location, date and time: TBD

Instructor: TBD

Course Description

This course provides an introduction to the study of architecture. This survey of architectural history is organized around basic concepts in architecture, including shelter, community, technology, representation and meaning.

Prerequisites

None

Learning Outcomes

By the completion of this course, students will be expected to:

1. Recognize key characteristics of buildings of various periods
2. Discuss main concepts in architecture and their relationship to other aspects of human culture, and to critically analyze buildings in relation to these concepts.
3. Identify important buildings and movements in the history of architecture
4. Understand the role of architecture in human culture

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

For as long as we have records, people have been making buildings, and that means someone has been thinking about what those buildings look like, how they stand up, how they function. In this course we will look at the history of architecture, from ancient times to today. At the same time, each episode will tell us about one aspect of architecture's relationship with human culture: we will look at architecture as shelter and its relationship with power and ritual. We will discuss architecture's representational tendencies as well as the relationship between

architecture and the human body, architecture and economic development, architecture and religion.

This course is intended not only for students who want to become architects, but also for those who just want to learn more about the world around them.

Class Schedule

Week	Topic	Readings	Assignment
1	Introduction: What is architecture?	Fazio, M. W., Moffett, M., & Wodehouse, L. (2014). <i>Buildings across time: An introduction to world architecture</i> . Boston : McGraw-Hill Higher Education. Introduction	
2	Ritual and Power: Architecture of the ancient world	Fazio et al., Chapter 1: The beginnings of Architecture	
3	Classical form: the architecture of Greece and Rome	Fazio et al., Chapter 2: The Greek World; Chapter 5: The Roman World	
4	Structure and Light: Gothic Architecture in Europe	Fazio et al., Chapter 6: Early Christian and Byzantine Architecture; Chapter 8: Early Medieval and Romanesque Architecture; Chapter 9: Gothic Architecture	
5	Pre-modern architecture in India and Asia	Fazio et al., Chapter 4: Traditional Architecture of China and Japan; Chapter 7: Islamic Architecture	
6	Pre-modern architecture in the Americas	Fazio et al., Chapter 10: Indigenous Architecture in the Pre-Columbian Americas	
7	Representing man: Architecture of the Renaissance	Fazio et al., Chapter 11: Renaissance Architecture; Chapter 12: Baroque Architecture	Writing Assignment 1
8	Steel and Glass: Public architecture in the 19 th century	Fazio et al., Chapter 13: The Eighteenth Century; Chapter 14: Nineteenth Century Developments	
9	Ornamentation and the Bourgeois: Art Nouveau architecture	Colquhoun, A., & Oxford University Press. (2006). <i>Modern architecture</i> . Oxford: Oxford University Press. chapters. 1 to	

		4	
10	Making a new world: the modern movement	Fazio et al., Chapter 15: The Twentieth Century and Modernism Colquhoun, Chapters. 5 to 9	
11	Global Hegemony: Organizational architecture after WWII	Fazio et al., Chapter 16: Modernisms in the Mid- and Late Twentieth Century Colquhoun, chapters. 10 to 12	
12	Building Spectacle: Post-modern architecture		Slide test
13	Emerging developments in architecture	Kushner, M., & In Krichels, J. (2015). <i>The future of architecture in 100 buildings</i> . New York : TED Books/Simon & Schuster	Writing Assignment 2
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Fazio, M. W., Moffett, M., & Wodehouse, L. (2014). *Buildings across time: An introduction to world architecture*. Boston : McGraw-Hill Higher Education

Colquhoun, A., & Oxford University Press. (2006). *Modern architecture*. Oxford: Oxford University Press.

Recommended:

Kushner, M., & In Krichels, J. (2015). *The future of architecture in 100 buildings*. New York : TED Books/Simon & Schuster

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Grading Scheme

Writing Assignment I	20%
Writing Assignment II	20%
Slide test	20%
Final Exam	40%
Total	100%

Evaluation Components

Assignment 1: Writing Assignment I

Value: 20% of final grade

Due Date: See Course Schedule

Type: Short essay

Description: Students will produce a short (1,500 word) research essay that critically discusses a work of pre-modern architecture, from a list provided by the instructor, in relation to a key issues in its contemporary society.

Assignment 2: Writing Assignment II

Value: 20% of final grade

Due Date: See Course Schedule

Type: Short essay.

Description: Students will produce a short (1,500 word) illustrated research essay about a work of modern architecture, identifying both precedents and antecedents of the subject.

Slide test

Value: 20% of final grade

Date: See Course Schedule

Length: 1 hour

Type: In class.

Description: Students will be asked to provide information about a series of architectural projects, such as the name of the project or of the architect, the location of the project, or its date of construction.

Final Exam

Value: 40% of final grade

Date: See Course Schedule

Length: 2 hours

Type: Invigilated, open book.

Description: Students will be asked short essay questions (two to three paragraphs each) that will require a synthesis of course materials.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss the slide test will be provided with a second opportunity to complete the test.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of

CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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Examinations with Disability Services for Students (DSS)

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Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

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College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

E3. Architectural History and Theory

Understanding of the history of architecture, landscape, and urban design; the conceptual and theoretical frameworks that have shaped these disciplines; and the relevant precedents and cultural, political, ecological, and technological factors that have influenced their development.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

ARCD 311.6 Design with the Land

Delivery Format: Studio, 6 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

This studio course requires the student to engage and explore the issue of architectural translation as it pertains to ‘design with the land’. The studio is framed in terms of the *natural*, further emphasizing the key to architectural sustainability being able to work *with*, not *against*, nature. ‘Design with the land’ brings into view a global indigenous perspective; bundling methods – *ways of knowing, doing and making* – while developing an intentional design process that connects wider social, ecological and Indigenous knowledge systems with contemporary design methods and technologies.

Prerequisites

INTS 111.3

Learning Outcomes

By the completion of this course, students will be expected to:

1. Identify and incorporate a series of design logics (or strategies) that frame local knowledge systems as part of a sense and understanding of place (further defining the cultural and/or vernacular);
2. Put forward a building *process* (or typology) of low complexity that embodies and expresses local, regional and international indigenous design values;
3. Make use of inputs (or techniques) employed from other areas of curriculum and community, i.e., working in *collaboration* with Elders, community partners and design-related disciplines that enhance the *experience* to design with the land;
4. Explore the *interface* of hand-crafted objects via software design, i.e., 3D real-time scanning coupled with Rhino, Revit, and/or BIM software later applying these techniques and knowledge formations to an iterative design process; and
5. Examine the intersection held between indigenous building design, sustainability and material properties, i.e., details and overall construction while representing these findings in the form of a building of low-level programmatic complexity.
6. Present their design work verbally to a critical audience.

ARCD 311.6 Design with the Land

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;

ARCD 311.6 Design with the Land

- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Course Overview

Design with the Land, the first studio in the Bachelor of Design in Architecture sequence, begins with the concept of place; place understood as spatial, historical, cultural, and conceptual. Prerequisites and co-requisites for this studio include indigenous and vernacular architectures, and environmental and ecological designs.

The time scale of concern spans the geological period known as the Holocene, spanning the ten thousand years since the end of the last ice age and the beginnings of settlement of first nations. It continues through colonization and modernization to the present moment of accelerating ecological change, also known as the Anthropocene. This understanding of human civilization as a geological agent extends architectural thinking beyond the frame of isolated intervention and into a relational discourse.

Indigenous philosophies of inhabitation of the land and our place among nature are considered with regard to the specific physical, ecological, and cultural context of a site in Saskatchewan. Sustainable design and environmental considerations form part of an intentional design process that works with and as nature.

The studio schedule begins with multi-media documentation of an isolated natural condition and follows with the making of a 1:1 scale model of it out of technologically altered materials. Then, a drawn analysis in plan, section, and elevation of the relational forces that flow through it extends design thinking to the larger landscape. The semester concludes with an integrative making and representation assignment that transforms the relations of the chosen isolated condition to the expanded field of the land, understood as a dynamic condition, again spatially, historically, culturally, and conceptually.

Class Schedule

Week	Module	Readings Discussions and Activities	Deadlines
1	Course Introduction Project 1: Documenting the land	Discussion: Ways of Knowing Field trip (Site visit) Reading: Doidge, C., Sara, R., & Parnell, R. (2000). <i>The crit: An architecture student's handbook</i> . Oxford: Architectural Press.	

ARCD 311.6 Design with the Land

2	Project 1: Field Experience	Work in studio. Desk crits and small group discussions.	
3	Project 1: Field Experience	Review and Discussion: Project 1	Project 1 Due
4	Project 2: Drawing Forces and Flows	Reading: Ching, F. with Juroszek, S. P. (2010). Design Drawing. Hoboken: Wiley 2nd edition. Computer Graphics Seminar.	
5	Project 2: Drawing Forces and Flows	Review and Discussion: Project 2	Project 2 Due
6	Project 3: To live the story of the object	Reading: Tanzer, K., Longoria, R., Routledge., & Taylor & Francis. (2008). The green braid: Towards an architecture of ecology, economy, and equity. London: Routledge. Section instructors to select chapters for discussion.	
7	Project 3: To live the story of the object	Work in studio. Desk crits and small group discussions.	
8	Project 3: To live the story of the object	Work in studio. Desk crits and small group discussions.	
9	Project 3: To live the story of the object	Review and Discussion: Project 3	Project 3 Due
10	Project 4: Integrating Drawing and Making	Reading: Mills, C. (2005). <i>Designing with models: A studio guide to making and using architectural design models. Second Edition.</i> New York: John Wiley.	
11	Project 4: Integrating Drawing and Making	Work in studio. Desk crits and small group discussions.	
12	Project 4: Integrating Drawing and Making	Work in studio. Desk crits and small group discussions.	
13	Project 4: Integrating Drawing and Making	Work in studio. Desk crits and small group discussions.	Project 4 Due
	Final Reviews	Final reviews will be held in lieu of a final exam,	

ARCD 311.6 Design with the Land

		during the exam period.	
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Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books, all of which will be reference texts throughout their architectural education:

Ching, F. with Juroszek, S. P. (2010). *Design Drawing*. Hoboken: Wiley 2nd edition.

Doidge, C., Sara, R., & Parnell, R. (2000). *The crit: An architecture student's handbook*. Oxford: Architectural Press.

Mills, C. (2005). *Designing with models: A studio guide to making and using architectural design models. Second Edition*. New York: John Wiley.

Tanzer, K., Longoria, R., Routledge., & Taylor & Francis. (2008). *The green braid: Towards an architecture*

ARCD 311.6 Design with the Land

of ecology, economy, and equity. London: Routledge.

Other readings will be made available through the BBLearn system or the library.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will be required to purchase drawing and modelling supplies, equipment and materials. A standard kit will be made available that students may purchase.

Grading Scheme

Project 1: Field Experience	15%
Project 2: Making	20%
Project 3: Drawing Forces and Flows	20%
Project 4: Integrating Drawing and Making	40%
Total	100%

Evaluation Components

Project 1: Field Experience

Value: 20% of final grade

Due Date: See Course Schedule

Type: Documentation project

Description: Students will document an isolated landscape feature using a variety of media, possibly including but not limited to photography, drawing, collage, video, sound recording and so on. Using techniques that are embodied and performative, this exercise requires the student to effectively engage the totality of their Being. This entails more than conventional participant observation, but rather an attunement to the embodied landscape as a primary way of coming to know oneself in relation to others. To 'design with the land' we must listen and observe about place-based struggles and the storyscapes of communities and collaborators.

Project Two: Drawing Forces and Flows

Value: 15% of final grade

Date: See Course Schedule

Type: Drawing exercise

Description: Students produce a speculative drawing building on project one. In short, we

ARCD 311.6 Design with the Land

cannot design a building to fully reflect a regional culture that one does not share. We can, though, seek to reflect our partial understanding through a sequence of steps via the natural, cultural and technical image. Like communicating with people, 'designing with the land' requires interpretation to make clear sense of identity and difference.

A drawn analysis in plan, section, and elevation of the relational forces that flow through the landscape in question extends design thinking to the larger landscape and introduces students to the techniques used in architecture. Both manual and computer drawing will be expected.

Project 3: To live the story of the object

Value: 30% of final grade

Due Date: See Course Schedule

Type: Construction project.

Description: Students individually and/or collaboratively manually craft an object of landscape significance and complexity, i.e., wooden or composite snowshoe, birch bark or carbon fiber canoe (hybridity) then apply 3D scanning techniques to build a detailed model for use in rendering.

Project Four: Integrating Drawing and Making

Value: 40% of final grade

Date: See Course Schedule

Type: Design project

Description: An integrative making and representation assignment transforms the relations of the chosen isolated condition to the expanded field of the land, understood as a dynamic condition, again spatially, historically, culturally, and conceptually. Students will design-build an interpretive piece of significance (land-based learning or landscape installation) further accentuating the idea to 'design with the land'; second, advance this project with the design of a building of low-level programmatic complexity. Students will be required to work in drawing and model in an iterative and parallel fashion.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox. Hard copies of assignments must be provided for the purpose of project review.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

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Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

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ARCD 311.6 Design with the Land

or dss@usask.ca.

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Student Supports

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Treaty Acknowledgement

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D2. Design Skills:

Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components.

ARCD 311.6 Design with the Land

D3. Design Tools:

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

ARCD 312.3 Building Technology I

Delivery Format: Lecture, 3 hours per week

Location, Date and Time: TBD

Instructor: TBD

Course Description

An introduction to the technical framework for design and construction including: regulatory frameworks; building science; sustainable design; principles of structural systems in steel, concrete and wood; excavation and foundation systems; light wood framing; masonry; envelope and roofing assemblies.

Prerequisites

Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30

Learning Outcomes

By the completion of this course, students will be expected to:

1. Demonstrate a basic understanding of the impact of the regulatory framework on design
2. Make the appropriate selection of steel, concrete and wood systems
3. Understand the interrelationships between materials selection and design.
4. Understand the function of the building envelope, roofing and foundation systems
5. Understand the impact of climate and building science objectives on design
6. Approach design with the target of sustainability and low carbon footprint
7. Create detailed technical drawings for small buildings

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course will broadly introduce students to building construction methods for smaller buildings as well as introduce the concepts of building science, performance, enclosure and sustainable design. By the end of this course students should feel comfortable and confident to undertake their design projects while simultaneously thinking about the materiality of the structure and enclosure systems. It is important that the course is taught with an architectural view, including case studies and examples of excellent architecture in order to elevate the

course to a professional program and not replicate offerings at the college/technologist level. The use of materials will reflect on the interrelation between structural and material systems developments over the last 200 years and their impact on contemporary design practices.

Class Schedule

Week	Topic	Readings	Assignment
1	The Regulatory Framework for Making and Designing Buildings	Allen: Chapter 1: Making Buildings	
2	Introduction to Building Science and Climate Based Design	Additional Canadian based readings as this is not addressed in Allen.	
3	The Evolution of Steel and its Impact on Modern Design	Allen: Chapter 11: Steel Frame Construction	Quiz 1
4	The Evolution of Reinforced Concrete and its Impact on Modern Design	Allen: Chapter 13: Concrete Construction	
5	Soils, Excavations and Foundation Systems	Allen: Chapter 2: Foundations and Sitework	Quiz 2
6	Light Wood Framing and Engineered Wood in the Canadian Context	.Allen: Chapter 5: Wood Light Frame Construction CMHC Handbook	
7	Residential Construction Practices	Allen: Chapter 6 and 7	Quiz 3
8	The Building Envelope: Rain Screen and Thermal Issues	CMHC	
9	Passive Design Strategies for Heating and Cooling	*crossover with Ecological Design this term so use Lechner which they have purchased. This class looks more at the construction of these types of spaces.	
10	Masonry Construction: Veneer and Load Bearing	Allen: Chapter 8, 9, 10: Masonry	Quiz 4
11	Roofing: Pitched, Flat, Green	Allen: Chapter 16: Roofing	
12	Best Practice Detailing in Wood and Masonry Construction	CMHC Best Practice Guides	Quiz 5
13	Course Wrap Up / In class drawing exercise		Detailed wall section
	Final exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be a take-home exercise that students are given a week to complete, which involves the design and documentation of a small structure.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years).

Required Activities Outside of Class Time

If possible, we will organize a visit to a construction site. This may need to take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Allen, E., & Iano, J. (2014). Fundamentals of building construction: Materials and methods. Sixth Edition. Hoboken, N.J: J. Wiley & Sons.

Canadian Wood Council. (2004). Engineering guide for wood frame construction: Guidance and design method for light wood frame systems under gravity, wind and earthquake loads. Ottawa: Canadian Wood Council = Conseil canadien du bois. (This reference is currently

in reprinting).

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Grading Scheme

Quizzes	50%
Detailed Wall Section	20%
Final Exam	30%
Total	100%

Evaluation Components

Quiz 1: Building Science Concepts

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 45 minutes

Description: Short answers on building science and climate based concepts.

Quiz 2: Steel and Concrete Design

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 45 minutes

Description: Short answer questions on the basics of steel and reinforced concrete systems. Some sketches required to annotate answers.

Quiz 3: Wood Frame Construction

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Will address basics of wood frame construction and properties of wood as they affect shrinkage and appropriate use. Engineered wood types.

Quiz 4: Envelope Design

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Series of questions on masonry veneer, wood veneer, roofing, rain screen, thermal insulation, air and vapour barriers.

Quiz 5: Roofing Design

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Short answers and sketch details on roofing methods.

In Class Drawing (individual)

Value: 20%

Date: See Course Schedule

Type: Drawing test

Description: Students will be required to prepare a fully labeled, freehand wall section of a residential building during the class. Time limit 2 hours. All aids permitted.

Final Exam

Value: 30%

Date: See Course Schedule

Type: Design project

Description: The final exam will be organized as a take-home exam in which students develop wall sections, details and framing plans for a small residential building.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss an in-

class quiz will be provided with an opportunity to complete the quiz online.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

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Collection of Student Work

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Copyright

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Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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Examinations with Disability Services for Students (DSS)

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<http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

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College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F2. Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

F3. Environmental Systems

Understanding of the basic principles that inform the design of passive and active environmental modification systems and building service systems, the issues involved in the coordination of these systems, in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

ARCD 313.3 Ecological Design

Delivery Format: Lecture, 3 hours per week

Date time and location: TBD

Instructor: TBD

Course Description

An introduction to the ecological aspects of architectural design. Topics of discussion include: climate and human comfort; vernacular architecture; climatic influences; environmental context; environmental concepts and influences on design; solar geometry; low carbon design; site planning; passive systems; active systems; landscape; microclimates; sustainability; green building rating systems.

Prerequisites

ENVS 201.3

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand the impact that our built environment has on climate change
2. Relate the detailed design of buildings to specific climate and microclimate conditions
3. Design for passive heating, cooling and daylighting
4. Understand the various sustainable rating systems
5. Develop an approach to achieving low carbon design
6. Undertake site design for permeability, water management and landscape
7. Understand the role of sustainable rating systems in design

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

ARCD 313.3 Ecological Design

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course introduces the wide range of concepts, strategies and issues needed to design architecture in a way that takes advantage of climate with the goal of designing to net zero energy. The course is based in bioclimatic design using passive systems as the primary means for energy reduction. Students will understand how design must change to adapt to different climate zones, although the primary focus will be on the extreme cold climate typical in Saskatchewan. By the end of the course students should be able to undertake the low carbon

ARCD 313.3 Ecological Design

design of a small residential building.

Class Schedule

Week	Topic	Readings	Assignment
1	The Role of the Architect in the Environmental Context	Lechner, Chapter 1	
2	Climate and Human Comfort	Lechner, Chapter 3 and 4	
3	Vernacular and Indigenous Practices for Low Carbon Design		
4	Climate and Site Analysis Strategies (understanding site implications for Saskatchewan and the globe), building orientation, microclimate	Lechner, Chapter 5. Climate Consultant Software	Quiz 1
5	Solar Strategies, Solar Geometry, Shading, Daylighting	Lechner, Chapters 6, 9, 13	
6	Passive Heating and Cooling	Lechner, Chapters 7, 10	
7	Environmental Site Strategies, Material Selections, Permeability, Heat Island	Lechner, Chapter 11	Site Analysis due
8	Landscape Strategies for Managing Water on Site	Lechner, Chapter 11	Quiz 2
9	Low Carbon Design and Green Building Rating Systems	Lechner, Chapters 18 and 19	
10	LEED, Living Building Challenge, Passivhaus	Links to websites for organizations	
11	Active Systems, PV, Wind, Geothermal	Lechner, Chapter 8 and 16	Quiz 3
12	Case Studies in Successful Green Buildings	Lechner, Chapter 18	Essay due
13	Course Wrap Up / Final Project Presentations		Project due

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are

ARCD 313.3 Ecological Design

encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be 3 hours in length, invigilated, open book. Short answers and some calculations. Sketching may be required.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). Preference for a LEED AP.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Lechner, N. (2015). Heating, cooling, lighting: Sustainable design methods for architects. Fourth Edition. Hoboken (N.J.): J. Wiley & Sons.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Downloads

Climate Consultant. <http://www.energy-design-tools.aud.ucla.edu/climate-consultant/request-climate-consultant.php>

Grading Scheme

Quizzes (3 @ 10%)	30%
Final Exam	40%
Case Study Essay	20%
Site Analysis	10%
Total	100%

ARCD 313.3 Ecological Design

Evaluation Components

Quiz 1: Climate, Human Comfort and Vernacular Architecture

Value: 10% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Short answers on steel and reinforced concrete construction systems and methods.

Quiz 2: Passive Systems

Value: 10% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Short answer questions on aspects of selection and detailing of heavy timber systems, including connection design.

Quiz 3: Green Building Rating Systems

Value: 10% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Important issues of air and vapour barriers as they feed into durability of the building envelope, including rain screen and flashing detailing.

Site Analysis (individual)

Value: 10%
Date: See Course Schedule
Type: Drawing assignment
Description: Students will be required to visit a site and prepare an analysis of the context, landscape, solar geometry, natural wind systems. This could tie in as preparation for the final term project if desired.

Case Study Essay (individual)

Value: 20%
Date: See Course Schedule

ARCD 313.3 Ecological Design

Type: 1,500 word research paper

Description: Students will be required to research an exemplary green building from a topic list provided. The building should have achieved a LEED Gold or Platinum rating and the paper will serve to have the students understand more fully the synergistic nature of the application of green rating systems on projects.

Final Exam

Value: 40%

Date: See Course Schedule

Duration: 3 hours

Type: Invigilated, open book

Description: Students will be asked a number of multiple-choice and short answer questions. In addition, there will be in-exam brief design exercise.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

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Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss an in-class quiz will be provided with an opportunity to complete the quiz online.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Experiential Learning

Visit to site to take measurements and understand effects of climate on site.

Recording of the Course

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Collection of Student Work

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ARCD 313.3 Ecological Design

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ARCD 313.3 Ecological Design

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.

F4. Ecological Systems

Understanding of the broader ecologies that inform the design of buildings and their systems and of the impacts of design decisions on those ecologies

ARCD 314.3 Indigenous Architectural Traditions

Delivery Format: Lecture, 3 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

This course examines Indigenous architectures of the world, with an emphasis on the indigenous architectural forms of Saskatchewan and Canada. The relationships between Indigenous architectures and Indigenous Ways of Knowing are examined. In addition, the course considers the role of ethics within the development of Indigenous architecture, calling into question the relationship between architectural history and theory and the space of Indigenous architecture, its definitions, redefinition and recognition.

Prerequisites

Prerequisite: INDG 107.3

Learning Outcomes

By the completion of this course, students will be expected to:

1. Identify a series of modifying factors (or imperatives) associated with traditional and contemporary Indigenous art & architectural values – (centralizing the making of space and place);
2. Distinguish the many different ways in which Indigenous art & architecture has been reimagined and reproduced;
3. Develop and apply critical analysis through diagramming and modeling Indigenous buildings, settlement patterns, including artifacts, either through an individual or collaborative approach;
4. Apply polemical points of regionalism (interpretive points) to a series of national and international Indigenous art & architectural projects – (via seminar format); and
5. Apply Indigenous architectural theory to contemporary projects while nurturing both an intercultural & interdisciplinary understanding of the challenges facing Indigenous communities – (from the local to global).

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University of Saskatchewan Grading System (for undergraduate courses)

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

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- an exceptional capacity for original, creative and/or logical thinking;
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Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
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Good (70-79) A good performance with evidence of

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course introduces the study of architecture by examining the production of Indigenous architecture. The course is local in its focus but global in its aim. Emphasis is placed on exemplars (or precedents) that draw upon Indigenous or vernacular traditions of art & architecture from the northern and southern hemispheres.

The course takes into consideration a variety of “modifying factors” (or imperatives) that include - but are not limited to – the role of technology, the role of Indigenous Knowledge, ways of knowing, doing and making, environmental stewardship, including social, cultural, economic and political aspirations as they relate to the design of contemporary spaces and buildings.

In addition, the course takes into consideration the role of ethics with the development of Indigenous architecture. Often calling into question(s), “How does contemporary architectural history and theory territorialise (or occupy) the space of Indigenous architecture? What is architecture for Indigenous cultures and how is it being redefined or recognised today?”

The course is intended to increase student knowledge specific to contemporary Indigenous architecture while developing a better understanding of the synergies and linkages between Indigenous Peoples and their (built) environment.

Class Schedule

Week	Topic	Selected Reading	Assignment
1	Course Introduction, Expectations & Deliverables	McGaw and Pieris, eds. (2015). <i>Assembling the Centre: Architecture for Indigenous Cultures</i> . New York: Routledge. Chapters 1, 3.	
2	Architecture and the Role of Indigenous Knowledge	Molnar and Vodvarks (2013). <i>New Architecture on Indigenous Lands</i> . University of Minnesota Press.	
3	An Ethical Approach to Indigenous Architecture	McGaw and Pieris, eds. (2015). Chapters 2, 4.	Assignment 1
4	The Politics of the Artifact and The Role of the Indigenous Artist	Abbott, L (2008), A Time of Visions: An Interview with Gerald McMaster. Online Interview. McMaster, G. (1995). Object to sanctity: The politics of the object. <i>International Journal of Canadian Studies/Revue Internationale d'Etudes Canadiennes</i> , 1995, Volume 12, Issue 12.	
5	A Regionalist Approach to	Cassidy, Timothy. J. (2000). <i>Becoming regional over time: Towards a</i>	

ARCD 314.3 Indigenous Architectural Traditions

	Indigenous Architecture	<p>Reflexive Regionalism. In <i>Architectural Regionalism: Collected writings on place, identity, modernity, and tradition</i>. Princeton Architectural Press.</p> <p>McMinn, J & Polo, M. (2005). <i>41° to 66°: Regional responses to sustainable architecture in Canada</i>. Cambridge, Ont.: Cambridge Galleries, Design at Riverside. Introduction</p>	
6	Indigenous Architecture Informed by the Body	<p>Pallasmaa, J. (2009). <i>The Thinking Hand: existential and embodied wisdom in architecture</i>. U.K.: Wiley.</p> <p>McGaw and Pieris, eds. (2015). Chapter 6, 7.</p>	Reflexive Writing 1
7	Indigenous Planning Principles (Guest Lecture)	<p>Walker, Jojola and Nathcer (2013). <i>Reclaiming Indigenous Planning</i>. McGill-Queen's University Press. Electronic Resource. Chapters 5,6,7,8.</p> <p>McGaw and Pieris, eds. (2015). Chapter 5.</p>	
8	UNESCO and the Declaration on The Rights of Indigenous Peoples	<i>Select Case Studies with Guest Lecturer (to be determined)</i>	Assignment 2
9	North and South American Indigenous Architecture	Nabokov, P. (1989). <i>Native American Architecture</i> . Toronto: Oxford University Press.	Reflexive Writing 2
10	South Pacific Indigenous Architecture	Select Case Studies from <i>Assembling the Centre - Architecture for Indigenous Cultures</i> , McGaw and Pieris, 2015	
11	Circumpolar Landscapes	<p>Bergman, I. (1991). 'Spatial Structures in Saami Cultural Landscapes' in Jarzombek, M. (2014). <i>Architecture of First Societies</i>. Wiley & Sons.</p>	Assignment 3
12	Toward an Architecture of Reconciliation	Truth and Reconciliation Commission of Canada (2015). <i>Calls to Action</i> . Truth and Reconciliation Commission of Canada.	
13	Course Wrap-Up Final Review		
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

McGaw and Pieris, eds. (2015). *Assembling the Centre: Architecture for Indigenous Cultures*. New York: Routledge.

Molnar and Vodvarks (2013). *New Architecture on Indigenous Lands*. University of Minnesota Press.

Nabokov, P. (1989). *Native American Architecture*. Toronto: Oxford University Press.

Pallasmaa, J. (2009). *The Thinking Hand: existential and embodied wisdom in architecture*. U.K.: Wiley.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Electronic Resources

The following readings will be made available through the BBLearn site:

Bergman, I. (1991). 'Spatial Structures in Saami Cultural Landscapes' in Jarzombek, M. (2014). *Architecture of First Societies*. Wiley & Sons.

Cassidy, Timothy. J. (2000). Becoming regional over time: Towards a Reflexive Regionalism. In *Architectural Regionalism: Collected writings on place, identity, modernity, and tradition*. Princeton Architectural Press.

McMinn, J & Polo, M. (2005). 41° to 66°: Regional responses to sustainable architecture in Canada. Cambridge, Ont.: Cambridge Galleries, Design at Riverside. Introduction.

Downloads

Truth and Reconciliation Commission of Canada (2015). Calls to Action. Truth and Reconciliation Commission of Canada. Available at http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

Grading Scheme

Reflective Writing (in-class)	10%
Assignment 1: Autobiographical Artifact	10%
Assignment 2: Ways of Knowing, Doing and Making	10%
Assignment 3: Case Study	10%
Major Report	30%
Final Exam	30%
Total	100%

Evaluation Components

Reflective Writing

Value: 10% of final grade (5% for each of two assignments)

Due Date: See Course Schedule

Type: Reflective short text

Description: Students will produce a short (500 word) text that reflects on ideas discussed in class.

Assignment 1: Autobiographical Artifact

Value: 15% of final grade

ARCD 314.3 Indigenous Architectural Traditions

Due Date: See Course Schedule

Type: Design Project

Description: Students will produce a small object that reflects aspects of their own identity. The piece will be accompanied by a short (500 words) explanatory or poetic text.

Assignment 2: Ways of Knowing, Doing and Making

Value: 15% of final grade

Due Date: See Course Schedule

Type: Collaborative drawing project

Description: This assignment engages with the theoretical underpinnings associated with Donald Schön's *The Reflective Practitioner: How Professionals Think in Action* – amidst a programme on design, that takes into consideration knowledge types across related design fields, and how knowledge is created, formed and used in a model world. Students will establish a reflective conversation, documented in whatever media are appropriate, with a given material situation, and with one's own sketches, models and design moves as he/she/they "does not separate thinking from knowing, doing and making".

Assignment 3: Case Study

Value: 20% of final grade

Date: See Course Schedule

Type: Graphic and writing exercise

Description: Students will produce a graphic and written analysis (1500 words) of an important work of Indigenous architecture, chosen from a list provided by the instructor.

Final Exam

Value: 40% of final grade

Date: See Course Schedule

Length: 2 hours

Type: Invigilated, open book.

Description: Students will be asked short essay questions (two to three paragraphs each) that will require a synthesis of course materials.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted. Students who

ARCD 314.3 Indigenous Architectural Traditions

miss a quiz due to illness or other documented emergency will be provided with an alternative evaluation, such as a take-home assignment.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss an in-class quiz will be provided with an opportunity to complete the quiz online.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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Examinations with Disability Services for Students (DSS)

ARCD 314.3 Indigenous Architectural Traditions

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Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

B1. Global Perspectives, Environmental Stewardship and Community Engagement

The ability to respond to the diversity of global cultures and perspectives, positively impact society through civic and community engagement, and contribute to the stewardship of the environment.

ARCD 314.3 Indigenous Architectural Traditions

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

E3. Architectural History and Theory

Understanding of the history of architecture, landscape, and urban design; the conceptual and theoretical frameworks that have shaped these disciplines; and the relevant precedents and cultural, political, ecological, and technological factors that have influenced their development.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

ARCD 321.6 Design and Making

Delivery Format: Studio, 6 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

In this studio course, students will continue to develop the design process introduced in previous semesters. Fundamental inputs of ecology, use, identity, materiality and technology will be put to use in the design of structures for human habitation. Techniques of modelling and representation typical of architectural practice will be developed.

Prerequisites

ARCD 311.6 Design with the Land

Learning Outcomes

By the completion of this course, students will be expected to:

1. Make use of the tools and methods of design developed in earlier studio(s) at a higher level of proficiency.
2. Make use of Building Information Management software to design and document a building
3. Describe and make use of an intentional design process.
4. Develop a program for a building of low programmatic complexity.
5. Making use of inputs from other areas of the curriculum, develop, document and present to a critical audience a schematic design for a building of a low level of programmatic complexity.
6. Consider the influence of ecology, indigenous building practices, community needs, and the environment on the design of buildings.
7. Integrate basic ideas of sustainable design with an understanding of material properties and construction methods into the design of buildings.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

ARCD 321.6 Design and Making

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

ARCD 321.6 Design and Making

Course Overview

Design and Making, the second studio in the Bachelor of Design in Architecture sequence, engages tectonic questions of materials and their methods of assembly. The examination of the *detail* reveals it to be the locus of architectural communication as well as the site of physical performance. Pre-requisites and co-requisites include histories of modern architecture, the construction industry, and two building technology courses.

Following on work of the previous studio, Design with the Land, specific siting conditions inform the relationships of construction decisions to a particular place. A critical regionalism of building knowledge and material supply in turn provide architectural possibilities and limitations to engage and transcend. Steel, concrete, and wood and timber material practices in combination with large and small span construction systems provide for a diversity of formal, spatial, and material expression.

The deployment of modern precedent as a toolkit of architectural history in tandem with a current focus on ecological sustainability, material life cycle, and energy performance generate parameters of design exploration. The relationship of the detail as constituting a part of the whole is investigated through the program of a small building containing a social program requiring both collective and solitary spaces.

A focus on developing model making skills, augmented by developing digital drawing techniques, structures the studio schedule. An interim large-scale detail model informs the final studio project of a small urban building. The role of the architectural joint, as a place of material connection, and the space, as a place of social relation, is brought to close, overlapping, and intentional proximity.

Class Schedule

Week	Module	Readings Discussions and Activities	Deadlines
1	Course Introduction Project 1: Site Structure	Discussion: Site and Program Field trip (Site visit) Reference Text: Ching, F. with Juroszek, S. P. (2010). <i>Design Drawing</i> . Hoboken: Wiley 2nd edition.	
2	Project 1: Site Structure	Work in studio. Desk crits and small group discussions. Reading: Orr, D. (2008). <i>Architecture, Ecology Design and Human Ecology</i> . In Tanzer, K., Longoria, R., Routledge., & Taylor & Francis. (2008). <i>The green</i>	

ARCD 321.6 Design and Making

		<i>braid: Towards an architecture of ecology, economy, and equity.</i> London: Routledge.	
3	Project 1: Site Structure	Work in studio. Desk crits and small group discussions.	
4	Project 1: Site Structure	Review and Discussion: Project 1	Project 1 Due
5	Project 2: The Critical Detail		
6	Project 2: The Critical Detail	Review and Discussion: Project 2	Project 2 Due
7	Project 3: Drawing Inhabitation	Work in studio. Desk crits and small group discussions. Section instructors will provide materials for discussion.	
8	Project 3: Drawing Inhabitation	Review and Discussion: Project 3	Project 3 Due
9	Project 4: A Small Building	Reference Text: Kwok, A. G., & Grondzik, W. T. (2011). <i>The green studio handbook: Environmental strategies for schematic design.</i> Amsterdam: Architectural Press. Reading: Bachelard, G., & Jolas, M. (2013; 1958). <i>The poetics of space.</i> Boston: Beacon Press. Chapter 9: The Dialectics of Outside and Inside.	
10	Project 4: A Small Building	Work in studio. Desk crits and small group discussions. BIM Workshop	
11	Project 4: A Small Building	Work in studio. Desk crits and small group discussions.	
12	Project 4: A Small Building	Work in studio. Desk crits and small group discussions.	
13	Project 4: A Small Building	Work in studio. Desk crits and small group discussions.	Project 4 Due
	Final Reviews	Final reviews will be held in lieu of a final exam, during the exam period.	Portfolio Due

ARCD 321.6 Design and Making

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Bachelard, G., & Jolas, M. (2013; 1958). *The poetics of space*. Boston: Beacon Press.

Ching, F. with Juroszek, S. P. (2010). *Design Drawing*. Hoboken: Wiley 2nd edition. ***Already purchased for ARCD 311.6.***

Kwok, A. G., & Grondzik, W. T. (2011). *The green studio handbook: Environmental strategies for schematic design*. Amsterdam: Architectural Press.

Tanzer, K., Longoria, R., Routledge., & Taylor & Francis. (2008). *The green braid: Towards an architecture of ecology, economy, and equity*. London: Routledge. ***Already purchased for ARCD 311.6.***

ARCD 321.6 Design and Making

Other readings will be made available through the BBLearn system or the library.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will be required to purchase drawing and modelling supplies, equipment and materials. A standard kit will be made available that students may purchase.

Grading Scheme

Project 1: Site Structure	25%
Project 2: The Critical Detail	15%
Project 3: Drawing Inhabitation	15%
Project 4: Small Building	35%
Portfolio	10%
Total	100%

Evaluation Components

Project 1: Site Structure

Value: 25% of final grade

Due Date: See Course Schedule

Type: Design Project

Description: Using techniques developed in the previous studio, students design a structure that fulfils a functional need and fits into its site.

Project Two: The Critical Detail

Value: 20% of final grade

Date: See Course Schedule

Type: Drawing and modelling exercise

Description: Students design a detail of their site structure using drawings and model.

Project 3: Drawing Inhabitation

Value: 15% of final grade

Due Date: See Course Schedule

Type: Drawing project.

Description: Students produce a speculative drawing that presents ideas about what it means to inhabit space.

ARCD 321.6 Design and Making

Project Four: A small building

Value: 35% of final grade

Date: See Course Schedule

Type: Design project

Description: Using BIM software as well as tools previously developed, students design a building of the programmatic complexity of a small house, incorporating ideas about sustainable design.

Portfolio

Value: 10% of final grade

Date: Due at final review

Type: Portfolio of work of the term

Description: Students will compile their work of the term into a portfolio that reflects on their learning.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox. Hard copies of assignments must be provided for the purpose of project review.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

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ARCD 321.6 Design and Making

Student Feedback

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ARCD 321.6 Design and Making

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D2. Design Skills:

Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components.

D3. Design Tools:

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D4. Design Program:

Ability to prepare a comprehensive program for an architectural project that draws from appropriate precedents; assesses client/user needs, conditions of occupancy, and spatial parameters and requirements; and includes a review of regulatory contexts and standards relevant to the project.

D5. Urban Design Context:

Ability to analyze the larger urban context within which architecture is situated, its developmental patterning and spatial morphologies, and infrastructural, environmental and ecological systems, and to understand the regulatory instruments (planning and zoning acts and bylaws) that govern this context, the broader implications of architectural design decisions on the evolution of cities, and the impact of urbanism on design.

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology,

ARCD 321.6 Design and Making

climate, and building orientation, in the development of an architectural design project.

D7. Detail Design:

Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling and/or full scale prototypes.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

ARCD 322.3 Building Technology II

Delivery Format: Lecture, 3 hours per week

Date time and location: TBD

Instructor: TBD

Course Description

A detailed exploration of design and construction practices in steel, concrete, precast concrete and heavy timber. The course will also study high performance building envelopes, curtain wall, cladding systems, glazing systems, new materials and best detailing practices. Introduction to energy performance and low carbon design choices. The focus will shift from small residential projects to a range of larger building types.

Prerequisites

ARCD 312.3 Building Technology I

Learning Outcomes

By the completion of this course, students will be expected to:

1. Select appropriate systems in steel, concrete, precast and heavy timber for the project at hand
2. Undertake envelope design and understand how to target a higher performance level
3. Understand broadly the various materials used in cladding systems
4. Analyze thoroughly fire protection strategies for a variety of buildings
5. Prepare fairly detailed drawings, including wall sections

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course will delve more deeply into the construction and materiality of buildings, building upon concepts and systems introduced in the first part of the course. In general the systems and materials will look at larger commercial and institutional applications. Where in the first course steel, concrete and timber systems were introduced as drivers of design choices, this course will look at their detailing and construction practices and implications. The building

envelope will be studied in more detail, including energy issues, new materials, sustainable design choices. By the end of the course the students should be quite comfortable in handling detailing and material/structural systems choices for their projects.

Class Schedule

Week	Topic	Readings	Assignment
1	Basic Steel Structural Systems: types, selectin, detailing, construction	Allen: Chapter 11: Steel Frame Construction	
2	Reinforced Concrete Systems: types, selectin, detailing, construction	Allen: Chapter 13: Concrete Construction	
3	Precast and Prestressed Concrete System	Allen: Chapter 15: Precast Concrete Framing Systems	Quiz 1
4	Contemporary Engineered Wood Systems: Post and Beam and CLT	Need new text for this emerging field. Allen: Chapter 4: Heavy Timber Construction	
5	Advanced Building Science: Air Barriers, Flashing, Envelope Detailing	Allen: Chapter 2: Foundations and Sitework	Quiz 2
6	Glass and Glazing	Allen: Chapter 17: Glass and Glazing	Detail #1
7	Curtain Wall Design	Allen: Chapter 19: Designing Exterior Wall Systems	
8	Fire Protective Design	NBC	Quiz 3
9	New Materials and Contemporary Cladding Systems	Allen: Chapter 21: Cladding with Metal and Glass	
10	Energy Considerations: Thermal envelope, R-Value, U-value, Heat Loss	Straube, selected readings	Detail #2
11	High Performance Buildings: Codes, Double Envelopes, BIPV	Straube, selected readings	Quiz 4
12	Advanced Structural Systems: Long Span, Tension, Prefabrication Strategies	Selected readings.	
13	Course Wrap Up / Final Project Presentations		Drawing

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST

AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has a major project in lieu of a final exam.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years).

Required Activities Outside of Class Time

If possible, we will organize a visit to a construction site. This may need to take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Allen, E., & Iano, J. (2014). Fundamentals of building construction: Materials and methods. Sixth Edition. Hoboken, N.J: J. Wiley & Sons.

Straube, John. (2012) High Performance Enclosures. Building Science Press.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Electronic Resources

The following readings will be made available through the BBLearn site:

N/A

Downloads

N/A

Supplementary Resources

None.

Grading Scheme

Quizzes (4)	40%
Drawing Details (3)	20%
Final Project (Pairs)	40%
Total	100%

Evaluation Components**Quiz 1: Steel and Reinforced Concrete Systems****Value:** 10% of final grade**Due Date:** See Course Schedule**Type:** Short answer and problem solving**Length:** 45 minutes**Description:** Short answers on steel and reinforced concrete construction systems and methods.**Quiz 2: Timber Design****Value:** 10% of final grade**Due Date:** See Course Schedule**Type:** Short answer and problem solving**Length:** 45 minutes**Description:** Short answer questions on aspects of selection and detailing of heavy timber systems, including connection design.**Quiz 3: The Building Envelope****Value:** 10% of final grade**Due Date:** See Course Schedule**Type:** Short answer and problem solving**Length:** 30 minutes**Description:** Important issues of air and vapour barriers as they feed into durability of the building envelope, including rain screen and flashing detailing.

Quiz 4: Fire Protective Design

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Series of questions on fire protection standards and the implications on planning and detailing of all building types.

Detail #1 (individual)

Value: 10%

Date: See Course Schedule

Type: Drawing assignment

Description: Students will be required to prepare a fully labeled drafted detail of a significant envelope condition such as a parapet, soffit, base condition.

Detail #2 (individual)

Value: 10%

Date: See Course Schedule

Type: Drawing assignment

Description: Students will be required to prepare a fully labeled drafted detail of a significant envelope condition such as a parapet, soffit, base condition.

Final Term Project (pairs)

Value: 40%

Date: See Course Schedule

Type: Design project

Description: Students will work in pairs to design a more challenging structural or architectural project that can feed into the requirements of a student design competition that is offered during the winter term. This might include the various ACSA competitions, the CISC student design competition, etc. This will elevate the idea of detailing to include important aspects of design and presentation.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted. Students who

miss a quiz due to illness or other documented emergency will be provided with an alternative evaluation, such as a take-home assignment.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss an in-class quiz will be provided with an opportunity to complete the quiz online.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

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College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F2. Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

F3. Environmental Systems

Understanding of the basic principles that inform the design of passive and active environmental modification systems and building service systems, the issues involved in the coordination of these systems, in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

ARCD 324.3 Architectural Principles in the Modern World

Delivery Format: Lecture, 3 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

This course discusses the primary developments in Architecture from the industrial revolution. A particular focus is given to the ways in which the advent of modernity transformed every aspect of the discipline, creating new institutions, new clients, new building types, new materials, new forms. Focus is also given to the strategies adopted by architects to cope with, and build, their changing world.

Prerequisites

ARCD 314.3 Indigenous and Vernacular Architectures

Learning Outcomes

By the completion of this course, students will be expected to:

1. Identify the key events and inventions that gave rise to modernity and the related shifts in human culture that resulted from the new conditions of the modern world
2. Recognize the role of architecture in the production of modernity
3. Recognize and critically analyze key buildings from the modern architectural canon
4. Understand the ways in which modernity changed the practice of architecture
5. Discuss the changed role of the architect in the modern world, including the ways in which this role since has evolved

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

ARCD 324.3 Architectural Principles in the Modern World

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

The modern period – understood for the purposes of this course as a period that began in Europe with the series of intellectual, political and technological revolutions of the eighteenth century, and ended with the beginning of the Second World War – was a time in which the fundamental characteristics of the world as we know it were produced. For architecture, everything was new: new clients, new building types, new needs in society, new means of

ARCD 324.3 Architectural Principles in the Modern World

construction with new materials. This course looks to study the ways in which architects of the day dealt with the new world in which they were practicing.

The course takes an essentially chronological approach to the study, but also identifies major conceptual themes: technology; infrastructure; societal change; politics; philosophy and art.

Class Schedule

Week	Module	Readings	Assignment
1	Revolution: a new world, a new architecture	Curtis, W. J. R. (1996). <i>Modern architecture since 1900</i> . London: Phaidon., ch. 1 Frampton, Kenneth (2007) <i>Modern Architecture: a critical history</i> (4th edition). London: Thames and Hudson., Part I	
2	The industrialization of architecture	Curtis, ch. 2, 3, 4 Frampton, Part II, ch. 2, 4, 8, 11	
3	The Utopian impulse: thinking the future in architecture	Frampton, Part II, ch. 1 Heynen, H. (2000). <i>Architecture and modernity: A critique</i> . Cambridge: MIT., Part 1 Morris, W. (2010; 1890). <i>News from nowhere, or, An epoch of rest</i> . Auckland, N.Z.: Floating Press.	
4	New program types: the architecture of infrastructure	Frampton, ch. 10 Hix, J. (2005). <i>The glasshouse</i> . London: Phaidon., Introduction and Ch. 1 Schivelbusch, W. (1986). <i>The railway journey: The industrialization of time and space in the 19th century</i> . Berkeley, Calif: University of California Press.	Writing Assignment 1
5	Material revolutions in architecture: Bourgeois architecture in the 19 th century.	Curtis, ch. 5 to 9 Frampton, Part II, ch. 3, 5, 6 Ruskin, J., & Phillips, L. M. (1907). <i>The stones of Venice</i> . London: J.M. Dent.	
6	The professionalization of architecture (and architectural education)	Ockman, J., & Williamson, R. (2012). <i>Architecture school: Three centuries of educating architects in North America</i> . Cambridge, Mass: MIT Press., Introduction, pp 36-159. Pfammatter, U. (2000). <i>The making of the modern architect and engineer: The origins and development of a scientific and industrially</i>	

ARCD 324.3 Architectural Principles in the Modern World

		oriented education. Basel: Birkhauser-Publishers for Architecture., ch. 1, 2	
7	Building a new world: Modernity in Europe	Curtis, ch. 10,11,12, 16 Frampton, Part II, 14 to 19 Heynen, Part 2 Le Corbusier, & Cohen, J.-L. (2009; 1928). <i>Toward an architecture</i> . Los Angeles: Getty Research Institute.	
8	Expanded urban form in the modern period	Curtis, ch. 13, 14 Frampton, Part II, . 10, 20, 21; Part III ch. 3	
9	Architecture and politics in the modern world	Curtis, ch. 17, 20, 21 Frampton Part II ch. 23, 24, 25	
10	Modernization takes command	Curtis, Ch. 17, 18 Giedion, S. (1967). <i>Space, time and architecture: The growth of a new tradition</i> .	Slide test
11	Modernity and Alienation	Frampton, Part III, ch. 5 Heynen, Part 3	
12	Architecture and contemporary art and philosophy	Kandinsky, W., & Rebay, H. (2013; 1926). <i>Point and line to plane</i> . New York: Dover Publications. Benjamin, W., & Underwood, J. A. (2008; 1936). <i>The work of art in the age of mechanical reproduction</i> . London: Penguin.	Writing Assignment 2
13	Are we undergoing another revolutionary period?		
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

ARCD 324.3 Architectural Principles in the Modern World

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Frampton, Kenneth (2007) *Modern Architecture: a critical history* (4th edition). London: Thames and Hudson.

Curtis, W. J. R. (1996). *Modern architecture since 1900*. London: Phaidon.

Heynen, H. (2000). *Architecture and modernity: A critique*. Cambridge: MIT.

Le Corbusier, & Cohen, J.-L. (2009; 1928). *Toward an architecture*. Los Angeles: Getty Research Institute.

Other readings will be made available through the BBLearn system or the library.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Not applicable.

Electronic Resources

The following readings will be made available through the BBLearn site:

Benjamin, W., & Underwood, J. A. (2008; 1936). *The work of art in the age of mechanical reproduction*. London: Penguin.

Hix, J. (2005). *The glasshouse*. London: Phaidon., Introduction and Ch. 1

Ockman, J., & Williamson, R. (2012). *Architecture school: Three centuries of educating architects in North America*. Cambridge, Mass: MIT Press., Introduction, pp 36-159.

Pfammatter, U. (2000). *The making of the modern architect and engineer: The origins and development of a scientific and industrially oriented education*. Basel: Birkhauser-Publishers for Architecture.,

ARCD 324.3 Architectural Principles in the Modern World

ch. 1, 2

Downloads

N/A

Supplementary Resources

None.

Grading Scheme

Writing Assignment I	20%
Writing Assignment II	20%
Slide test	20%
Final Exam	40%
Total	100%

Evaluation Components

Assignment 1: Writing Assignment I

Value: 20% of final grade

Due Date: See Course Schedule

Type: Short essay

Description: Students will produce a short (1,500 word) research essay that discusses the changing conditions for architecture in the nineteenth century and the response of a particular architect to those conditions.

Assignment 2: Writing Assignment II

Value: 20% of final grade

Due Date: See Course Schedule

Type: Short essay.

Description: Students will produce a short (1,500 word) illustrated research essay about the work of a contemporary architect in relation to issues and concerns from the modern period.

Slide test

Value: 20% of final grade

Date: See Course Schedule

Length: 1 hour

Type: In-class test.

Description: Students will be asked to provide information about a series of architectural

ARCD 324.3 Architectural Principles in the Modern World

projects, such as the name of the project or of the architect, the location of the project, or its date of construction.

Final Exam

Value: 40% of final grade

Date: See Course Schedule

Length: 2 hours

Type: Invigilated, open book.

Description: Students will be asked short essay questions (two to three paragraphs each) that will require a synthesis of course materials.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss the slide test will be provided with a second opportunity to complete the test.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

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Student Feedback

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ARCD 324.3 Architectural Principles in the Modern World

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Student Supports

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ARCD 324.3 Architectural Principles in the Modern World

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Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

E3. Architectural History and Theory

Understanding of the history of architecture, landscape, and urban design; the conceptual and theoretical frameworks that have shaped these disciplines; and the relevant precedents and cultural, political, ecological, and technological factors that have influenced their development.

ARCD 325.3 The Construction Industry

Delivery Format: Lecture, 3 hours per week

Location and time: TBD

Instructor TBD

Course Description

This course introduces students to the study of construction. The role of the construction industry in human culture is discussed, as is the organization of this industry and of the architectural profession in Canada. Laws and regulations pertaining to construction are introduced, as are construction management processes.

Prerequisites

ARCD 111.3 Introduction to Architecture

Learning Outcomes

By the completion of this course, students will be expected to:

1. Identify and understand the processes by which the built world is conceived and constructed
2. Understand the goals of construction
3. Appreciate the need for advocacy for the built and natural environments, and the needs of communities, in Saskatchewan and more globally.
4. Describe the organization of the construction industry in Canada, including: a general description of the organizations involved; the regulatory frameworks within which they operate; and their respective roles and responsibilities.
5. Describe in general the process of development and construction, including: issues of land development and financing; laws in force and approvals needed; typical consultation processes, design processes, construction activities and post-occupancy activities.
6. Describe the various phases in a typical design process, the relative time commitments for each phase, and the typical deliverables expected in each phase.
7. Identify the various typical management systems used in the design and construction industry.

Information on literal descriptors for grading at the University of Saskatchewan can be found at:

<http://students.usask.ca/academics/grading/grading-system.php>

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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ARCD 325.3 The Construction Industry

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course provides an overview of the construction industry, primarily in Canada, for students at the start of their studies in architecture. The course will examine the origins, purposes and goals of construction, in relation to the environment and to society. We will discuss the resources needed for construction and the systems we have invented as humans to manage these resources.

We will also examine the organization of the construction industry in Canada, from the points of view of business and as a public good – what are the legal frameworks that protect the public interest in relation to construction? We will consider the management of resources that are needed for construction –

ARCD 325.3 The Construction Industry

time, money, people, and material resources – as well as the typical systems used to manage a construction project.

Class Schedule

Week	Topic	Readings	Assignment
1	Course introduction and an overview of construction through history	Davis, H. (2006). <i>The culture of building</i> . New York: Oxford University Press. Part I	
2	The built world in relation to nature and the environment	Orr, D. W. (2004). <i>The nature of design: Ecology, culture, and human intention</i> . New York: Oxford University Press.	
3	The built world in relation to society	Davis, Part II, Chs. 1-3	
4	Building in a world of scarce resources (materials, money, labour, time)	Davis, Part II, chs. 4-7	
5	Group Project Presentations		Group Project
6	The organization of the construction industry in Canada: institutions and participants	Royal Architectural Institute of Canada. (2009). <i>Canadian handbook of practice for architects</i> . Ottawa: Royal Architectural Institute of Canada. Ch. 1.2	
7	The regulatory framework for construction in Canada	RAIC Ch. 1.1	Mid-Term
8	Land development and financing processes	Saskatchewan Housing Corporation {SHC}., & Saskatchewan. (2011). <i>A strong foundation: The housing strategy for Saskatchewan</i> . Regina: Saskatchewan Ministry of Social Services. Warkentin, C., & Canada. (2014). <i>Study of land management and sustainable economic development on First Nations reserve lands: Report of the</i>	

ARCD 325.3 The Construction Industry

		Standing Committee on Aboriginal Affairs and Northern Development.	
9	Ethical issues, consultation and engagement methods		
10	The phases of a construction project	RAIC 2.3	
11	Systems of management (time, money and people)	RAIC, Volume II	Essay
12	The Architect as Advocate	Davis, Part III	
13	Speculations on the future of construction		
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: <http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Activities Outside of Class Time

ARCD 325.3 The Construction Industry

If possible, we will organize a visit to a construction site. This may need to take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Royal Architectural Institute of Canada. (2009). *Canadian handbook of practice for architects*. Ottawa: Royal Architectural Institute of Canada. **This book is required for a number of courses in this program.**

Davis, H. (2006). *The culture of building*. New York: Oxford University Press.

Orr, D. W. (2004). *The nature of design: Ecology, culture, and human intention*. New York: Oxford University Press.

Saskatchewan Housing Corporation {SHC}., & Saskatchewan. (2011). *A strong foundation: The housing strategy for Saskatchewan*. Regina: Saskatchewan Ministry of Social Services.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Electronic Resources

The following readings will be made available through the BBLearn site:

Warkentin, C., & Canada. (2014). *Study of land management and sustainable economic development on First Nations reserve lands: Report of the Standing Committee on Aboriginal Affairs and Northern Development*.

Grading Scheme

Writing Assignment	20%
Group Project	20%
Mid-term	20%
Final Exam	40%
Total	100%

Evaluation Components

Assignment 1: Writing Assignment

Value: 20% of final grade

Date: See Course Schedule

essay (2000 words)

Due

Type: Short

Description: Students will produce a research essay on one aspect of the construction industry, chosen from a list provided by the instructor.

ARCD 325.3 The Construction Industry

Assignment 2: Group Project

Value: 20% of final grade

Due

Date: See Course Schedule

Type:

Collaborative design and construction project.

Description: Working in groups, students will design and construct an object that requires the maximal use of a scarce resource. Students will need to work together to plan not only the design of the object but also the process by which it is built.

Mid-term test

Value: 20% of final grade

Date:

See Course Schedule

Length: 1 hour

Type: In class.

Description: Students will be asked a variety of multiple choice and short answer questions.

Final Exam

Value: 40% of final grade

Date:

See Course Schedule

Length: 2 hours

Type: Invigilated, open book.

Description: Students will be asked a variety of multiple choice and short answer questions.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss the mid-term exam due to illness or other documented emergency will be assigned an alternative evaluator exercise.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

ARCD 325.3 The Construction Industry

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

ARCD 325.3 The Construction Industry

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

B2. Collaboration and Leadership:

The ability to support and foster successful individual and team dynamics, collaborative experiences, and opportunities for leadership.

C1. The Architectural Profession

An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.

C2. Ethical and Legal Responsibilities

An understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; and the role of advocacy in relation to environmental, social, and cultural issues.

C3. Practice Organization

An understanding of the basic principles of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation as well as an understanding of trends that affect practice.

C4. Project Management

An understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; and the development of work plans, project schedules, and project delivery methods.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

ARCD 401.0 Co-operative Education in Architecture I

Delivery Format: Work Placement

Location date and time: N/A

Instructor: N/A

Course Description

The mandatory co-op Work Term provides students an opportunity to undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry. The co-op program provides students with a unique opportunity to apply their acquired skills in a professional environment while gaining insights on current architectural praxis. Course enrollment is conditional on the student obtaining and accepting a placement offer from an approved industry partner. Where possible, students will be visited as required by the course coordinator to assess professional experience and progress. Work Terms are a minimum of 12 weeks. This course is graded on a pass/fail basis. The grade is achieved at the successful completion of the Work Term and submission of an acceptable Work Term Report.

Prerequisites

ARCD 325.3 The Construction Industry

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand and undertake the roles, responsibilities, and tasks involved in the design of the built environment
2. Gain professional experience and insights impacting future career planning
3. Demonstrate the ability to apply academic skills and insights on projects in the AEC industry workplace
4. Develop an understanding of proper workplace etiquette including appropriate behavior, language, and attire
5. Communicate and collaborate with a range of stakeholders involved in the design and construction of a project
6. Critically design and analyze a building project, in the context of technical and regulatory parameters

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

- a familiarity with the subject material;

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

Failure <50 An unacceptable performance

Course Overview

Architecture in contemporary practice is a confluence of industries, skills, and backgrounds that go beyond what is dispensed with in the academic environment. To engage contemporary practice directly in the professional workplace is an invaluable experiential learning opportunity that complements a robust architectural education. Directly participating in the processes of design, development, documentation, and delivery of an architectural project validates academic discourse while simultaneously drawing currency and application into the classroom. Working with employers from diverse base in the Architecture, Engineering, and Construction industry over a four month period, students will have the opportunity to gain insights and experience in contemporary architectural praxis. From conventional architecture firms to design research, students will have an opportunity to directly experience the spectrum of disciplines instrumental in the synthesis of the built environment.

Class Schedule

The Work Term Courses do not have a fixed schedule of classes. The topics and insights covered during the Work Term will vary with different employers, locations, and positions. All students must complete a minimum of 12 weeks of full time employment over the 4-month Work Term.

Week	Topic	Readings	Assignment
Semester 3: Spring/Summer	Work with Course Coordinator in the application and procurement of employment		
Co-op Work Term 1: Fall	Potential Site Visit (where possible)	N/A	
	Employer Evaluation	N/A	Employer Assessment of Student Performance
Third week of Semester 4: Winter	Work Term Report	N/A	Work Term Report

During Semester 3: Spring/Summer, students are expected to follow through with the procedures outlined by the course coordinator in order to prepare students for transition into the professional workplace. This would include attendance at information sessions and workshops. Students are expected to apply to job postings that will be posted online via the

secure co-operative education system interface. Students wishing to pursue employment with parties not on this system must present the position to the course coordinator to determine whether the position is appropriate (including compliance with university, international, and CAFCE guidelines).

During the Co-op Work Term 1: Fall, the course coordinator will visit students at their workplaces. These visits will be scheduled throughout the work term and where possible, will be conducted with employers and relevant supervisors. Employers will be provided student evaluation forms in order to assess student performance during the Work Term. Employers and students are expected to use constructive feedback to discuss performance, expectations, and outcomes.

Upon completion of the Work Term, students are expected to compile a Work Term report, which is a portfolio of the work they have conducted with their employers complemented with a reflective report on the impact of the experience on their career. Given that students may complete their Work Terms near the start of the subsequent academic semester, students are to submit their Work Term Report by the third week of the Semester 4: Winter.

Midterm and Final Examination Scheduling

There are no exams for Work Term Courses.

Course Co-ordinator Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Course Co-ordinator Profile

The Course Co-ordinator will have a graduate degree in architecture and professional experience within a range of roles and responsibilities in the AEC industry.

Required Activities Outside of Class Time

As this is a co-operative education Work Term, activities are undertaken during an employer's standard hours of operation.

Required Resources

Readings/Textbooks

Given the diversity of employers and assumed roles, there are no required readings or textbooks for this course.

Other Required Materials

Depending on the employer and roles, students may be required to own appropriate Personal Protective Equipment (PPE) including goggles, gloves, hard hats, and safety boots.

Electronic Resources

The following readings will be made available through the course management site:

12 Tips for Making an Outstanding Architecture Portfolio. Kogan, Gabriel. Retrieved from ArchDaily: <http://www.archdaily.com/780996/12-tips-on-making-an-architecture-portfolio>

A Student's Guide to the Architectural Portfolio. Build LLC. Retrieved from Build Blog: <http://blog.buildllc.com/2014/04/a-students-guide-to-the-architectural-portfolio/>

Employability Skills 2000+. Retrieved from The Conference Board of Canada: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

Supplementary Resources

Students are expected to consult with the course coordinator to determine potential background knowledge and experience will be required for job postings. This may include learning new software, workflows, or skills to enhance alignment with posted job descriptions.

Depending on their backgrounds and experience, students may consult the following supplementary resources:

Allen, Edward. The Architect's Studio Companion: Rules of Thumb for Preliminary Design. Wiley, 2011.

Kliment, Stephen A. Writing for Design Professionals: A guide to writing successful proposals, letters, brochures, portfolios, reports, presentations, and job applications for architects, engineers, and interior designers. Norton, 2006.

Linton, Harold. Portfolio Design 4th Edition. Norton, 2012.

Luescher, Andreas. The Architect's Portfolio. Routledge, 2010.

Lynda.com – an excellent online resource for quickly updating software skills
<https://www.lynda.com>

Grading Scheme

Work Term Report	Pass/Fail
Employer Evaluation	Pass/Fail
Total	Pass/Fail

Evaluation Components

Employer Evaluation

Value: Pass/Fail

Date: See Course Schedule

Type: Formal survey of student performance by employer

Description: Employers assess student performance based upon a spectrum of criteria ranging from interpersonal skills to technical ability. The evaluation is based upon the standard co-operative education metrics used throughout all co-operative education programs in the university. Where permitting, this may be submitted in tandem with a site visit by the course coordinator.

Work Term Report

Value: Pass/Fail

Date: See Course Schedule

Type: Critical documentation of Work Term experience

Description: Students create a portfolio of work with an employer compiled over the Co-operative Education Work Term. This document is also supplemented by a comprehensive written report where students critically describe projects, tasks, and their impacts on their future academic and professional pursuits. This is to be submitted within three weeks of the end of the Work Term.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments (Work Term Reports and Employer Evaluations) will not be accepted.

Criteria That Must Be Met to Pass

All Work Terms must be a minimum of 12 weeks in duration with an industry partner approved by the course coordinator. All evaluation criteria (Work Term Report and Employer Evaluation) must be completed in order to pass this course.

Attendance Expectations

All students are to conform to the attendance expectations established by the employer. Students must work full-time for a minimum of 12 weeks (typically ranging from 35-40 hours each) with approved employers. Excessive absences, tardiness, or misconduct of any kind may result in dismissal by an employer resulting in a failing grade.

Participation

Employer Evaluations will determine student conformance to workplace expectations and engagement.

Experiential Learning

This course serves as the primary venue for experiential learning opportunities within range of disciplines in the AEC industry.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs. Students are required to confirm with employers both the extent and conditions for any recording pertaining to professional work.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason. Students must receive written confirmation from employers that all work submitted is permitted for this purpose.

Copyright

All material produced by students during the Work Term are subject to corporate protocols, disclosure agreements, and employer permissions. All students submitting materials produced during their Work Terms are expected to follow these guidelines when documenting and presenting work to the course coordinator.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback. Though not mandatory, site visits conducted at employer workplaces will provide another opportunity for students to present feedback on their experiences to the course coordinator.

Integrity Defined (from the Office of the University Secretary)

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Examinations with Disability Services for Students (DSS)

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Student Supports

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is expected to assist in developing the following Student Performance Criteria as set out by the CACB:

B2. Collaboration and Leadership

The ability to support and foster successful individual and team dynamics, collaborative experiences, and opportunities for leadership.

C1. The Architectural Profession

An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.

C3. Practice Organization

An understanding of the basic principles of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation as well as an understanding of trends that affect practice.

C4. Project Management

An understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; and the development of work plans, project schedules, and project delivery methods.

D3. Design Tools

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D8. Design Documentation

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

ARCD 411.6 Design | Build

Delivery Format: Studio, 6 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

In this studio course, students will design and build a small structure. Working with a client group, which may take the form of a University, non-profit or community organization, students will carry out the design consultation, produce documentation as required, and then physically construct the structure. An understanding of the relationships between construction, materiality, design and use will be foregrounded.

Prerequisites

ARCD 321.6 Design and Making

Co-requisite

ARCD 413.3 Construction I

Learning Outcomes

By the completion of this course, students will be expected to:

1. Make use of the tools and methods of design developed in earlier studios at a higher level of proficiency
2. Make use of digital fabrication equipment as part of the construction of architectural objects
3. Integrate technical and material systems, and the impact of methods of construction, into a design process
4. Make appropriate material selections for the construction of a building
5. Collaborate effectively with colleagues, related professionals, and community members
6. Participate in a collaborative design and construction process
7. Advocate for design and architecture as a support for communities

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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ARCD 411.6 Design | Build

can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

ARCD 411.6 Design | Build

Course Overview

Design | Build, the spring/summer studio in the Bachelor of Design in Architecture sequence, consists of a full semester team-based project, where students collaborate together with a client group to build a small temporary structure. This client group may consist of a university club, a non-profit group, an artists' collective, or another community organization. Co-requisites tuned to the studio include collaborative methods and construction techniques, as well as structural behavior and contemporary architectural history.

The construction of a building that is useful, beautiful, and resilient is a definition of architecture. As well, it must be acknowledged that architecture is a collective exercise that includes collaboration with colleagues, institutions, and communities. For a project to run smoothly, professionally, and successfully, social relations are design elements as important as, to give but one example, structural forces. The purpose of the collaborative methods co-requisite is to make the students' collective working methodologies in this studio subject to productive auto-critique and self-awareness.

Design and construction documents as a means of communication with not just the client group, but also for building code review, consultant design (such as mechanical, electrical, HVAC, etc.) and overall project coordination, is critical for the success of any project. As this small building is meant to be used and have a working life that continues after the conclusion of the studio and perhaps throughout the following seasons, the integrity of the structure and its envelope is fundamentally important. The choices of tooling, digital fabrication, and technical and material systems have an effect on the building life as much as the qualities of the architecture itself.

The role of architecture, and design in general, as an advocate and a support for community organizations and as a tool for social collaboration is a fundamental theme of the studio. Working methodologies and ways of engagement within and among a constellation of various groups with diverse and sometimes competing interests is also a focus. The material, formal, and spatial expression of the final built project is a constructed manifestation of these sometimes ephemeral relations.

Class Schedule

Week	Module	Readings Discussions and Activities	Deadlines
1	Course Introduction Project 1: Competition	Discussion: Site and Program Field trip (Site visit) Mockbee, S. (2004). The Role of the Citizen Architect. In Bell, B. (2004). <i>Good deeds</i> ,	

ARCD 411.6 Design | Build

		<i>good design: Community service through architecture.</i> New York: Princeton Architectural Press.	
2	Project 1: Competition	Review and Discussion: Project 1	Project 1 Due
3	Project 2: Collaborative Design	Community Consultation Work in studio. Desk crits and small group discussions. Reading: Bell, B. Designing for the 98% without architects. In Bell, B. (2004). Awan, N., Schneider, T., & Till, J. (2011). <i>Spatial agency: Other ways of doing architecture.</i> Abingdon, Oxon, England: Routledge. Introduction.	
4	Project 2: Collaborative Design	Work in studio. Desk crits and small group discussions. Workshop in physical computing.	
5	Project 2: Collaborative Design	Work in studio. Desk crits and small group discussions. Reading: Feldman, R. Activist Practice. In Bell, B. (2004).	
6	Project 2: Collaborative Design	Work in studio. Desk crits and small group discussions. Reading: Bourke, J. Sustainable Community Planning. In Bell, B. (2004).	
7	Project 2: Collaborative Design	Review and Discussion: Project 2	Project 2 Due
8	Project 3: Construction	Work in shop or on site	
9	Project 3: Construction	Work in shop or on site Digital Fabrication Workshop	
10	Project 3: Construction	Work in shop or on site	
11	Project 3: Construction	Work in shop or on site	
12	Project 3: Construction	Work in shop or on site	
13	Project 3: Construction	Project completion and review	Project 4 Due
	Final Reviews	Final reviews will be held in lieu of a final exam,	Portfolio Due

ARCD 411.6 Design | Build

		during the exam period.	
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Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Awan, N., Schneider, T., & Till, J. (2011). *Spatial agency: Other ways of doing architecture*. Abingdon, Oxon, England: Routledge. Introduction.

In Bell, B. (2004). *Good deeds, good design: Community service through architecture*. New York: Princeton Architectural Press.

Kwok, A. G., & Grondzik, W. T. (2011). *The green studio handbook: Environmental strategies for schematic design*. Amsterdam: Architectural Press. **Already purchased for ARCD 321.6.**

ARCD 411.6 Design | Build

Other readings will be made available through the BBLearn system or the library.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will be required to have safety equipment for use in the fabrication shop and on site, including hardhat, safety boots, gloves and goggles.

Grading Scheme

Project 1: Competition	20%
Project 2: Collaborative Design	20%
Project 3: Construction	30%
Peer Evaluation	20%
Portfolio	10%
Total	100%

Evaluation Components

Project 1: Competition

Value: 20% of final grade

Due Date: See Course Schedule

Type: Design Project

Description: Students work individually or in small teams to develop proposals at the level of schematic design for construction.

Project Two: Collaborative Design

Value: 20% of final grade

Date: See Course Schedule

Type: Design development project.

Description: Selected competition entries are developed from a detail and material standpoint for the purpose of construction.

Project 3: Construction

Value: 30% of final grade

Due Date: See Course Schedule

Type: Drawing project.

ARCD 411.6 Design | Build

Description: The selected project or projects is/are constructed by the students.

Peer Evaluation

Value: 20% of final grade

Date: See Course Schedule

Type: Peer evaluation

Description: Students are assessed for their work on the collaborative portions of the studio by their team members as well as by community partners, if appropriate.

Portfolio

Value: 10% of final grade

Date: Due at final review

Type: Portfolio of work of the term

Description: Students will compile their work of the term into a portfolio that reflects on their learning.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox. Hard copies of assignments must be provided for the purpose of project review.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

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ARCD 411.6 Design | Build

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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Examinations with Disability Services for Students (DSS)

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Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD

ARCD 411.6 Design | Build

web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D2. Design Skills:

Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components.

D3. Design Tools:

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.

D7. Detail Design:

Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling and/or full scale prototypes.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

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E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

F2 Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

ARCD 412.3 Structures I

Delivery Format: Lecture, 4 hours per week

Location and time TBD

Instructor TBD

Course Description

This course will encourage students to explore the principles of structural behavior from a technical and mathematical perspective, including: loading conditions, gravitational, lateral and seismic forces, moments, systems of forces, conditions of equilibrium, and centre of gravity of loads and areas; forces in trusses, simple frame analysis, moment of inertia; concepts of simple stress and strain, shear and bending moments in simple beams, shear and moment diagrams, qualitative deflected shapes, flexural and shearing stresses, deflection related calculations; and the appropriate selection of structural systems for buildings at a preliminary level.

Prerequisites

ARCD 322.3 Building Technology II

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand the principles of structural behavior in withstanding gravitational, lateral and seismic forces.
2. Understand the difference between pin, hinge and moment connections in a structure
3. Differentiate between the behavior of beams versus trusses
4. Resolve numerically force systems acting on simple beams and in planar trusses
5. Resolve numerically shear, moment and deflection conditions
6. Resolve numerically column sizes and understand the difference between long/slender and short columns
7. Appreciate the benefits of understanding whether a component is acting in tension or compression as it relates to selection and design of members

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

ARCD 412.4 Structures I

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

ARCD 412.4 Structures I

Course Overview

This course introduces a wide range of structural concepts that will be based on physical examples in buildings and supported by calculations. It is still widely considered essential for architects, although they are not normally charged with completing their own structural designs in practice (for reasons of liability) to have at the base level and appreciation for structural capabilities of systems through simple calculations. This is intended to give a good sense of the balance necessary in structures, the placement of tensile and compression forces, and the impact of size and slenderness, so that they can more confidently design force differentiated structures to take advantage of understanding that forces and behavior vary throughout buildings. The course will build on the structural systems (steel, concrete, timber) that have already been introduced in Building Technology I and II. Quizzes will be used for in class testing that is complemented by take home assignments intended to allow for more in depth study of particular structural systems questions.

Class Schedule

Week	Topic	Readings	Assignment
1	Course Introduction: The Nature of Forces in Structural Systems Note: there will be problem sets assigned each week. These are not graded but serve to provide students with experience and practice.	Salvadori: Chapter 1, 3 Shaefer: Chapter 1: Overview, Chapter 5: Structural Properties of Materials	Reading
2	Achieving Equilibrium: Forces and Reactions	Salvadori: Chapter 1, 3, 5 Shaefer: Chapter 2: Statics	
3	Simple Frames and Two Force Members	Shaefer: Chapter 2: Statics	Quiz 1
4	Pinned Frames, Hinge Connections and Moment Connections	Shaefer: Chapter 2: Statics, Chapter 3: Structural Properties of Areas	
5	Axial Stress and Stain	Shaefer: Chapter 4: Stress and Strain	Quiz 2
6	Bending Stress / Shear Stress	Shaefer: Chapter 7: Flexural Stress, Chapter 8: Shearing Stress	Quiz 3
7	Shear and Moment Diagrams (understanding and diagrams)	Shaefer: Chapter 6: Shear and Moment	Take Home 1
8	Deflection (understanding service conditions	Shaefer: Chapter 9: Deflection and	Quiz 4

ARCD 412.4 Structures I

	versus structural failure)	Indeterminate Beams	
9	Beams / Trusses (systems, method of joints)	Shaefer: Chapter 10: Beam Design and Framing, Chapter 12: Trusses	Take Home 2
10	Arches, Vaults and Domes	Salvadori: Chapter 13 Extra readings, other sources	
11	Floor Framing Design, design for longer spans, basic systems selection	Shaefer: Chapter 10: Beam Design and Framing	Take Home 3
12	Columns and Column Behavior	Shaefer: Chapter 11: Elastic Buckling of Columns	Quiz 5
13	Cable and Tension Based Systems: Force Differentiated Structures	Salvadori: Chapters 9, 10, 15, 16 Extra readings, other sources	Quiz 6
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of calculation problems that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor should be a licensed professional engineer in Saskatchewan and be suitable to

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teach non-engineers (minimum ten years experience) preferably with experience in a consulting practice.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Elementary Structures for Architects and Builders (Fifth Edition), R.E. Shaeffer, Prentice Hall, Columbus, Ohio, 2005.

Salvadori, Mario. Why Buildings Stand Up. W. Norton & Company, 2002.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Grading Scheme

Quizzes (6 @ 5%)	30%
Take Home Assignments (3 @ 10%)	30%
Final Exam	40%
Total	100%

Evaluation Components

Quiz 1: Achieving Equilibrium

Value: 5% of final grade

Due Date: See Course Schedule

Type: problem solving

Length: 30 minutes

Description: Short answers on keeping structures stable. General understanding of force types and their application to systems.

Quiz 2: Frames, Pins, Hinges and Moment Connections

Value: 5% of final grade

Due Date: See Course Schedule

Type: problem solving

Length: 30 minutes

Description: Basic questions on forces and how the different connection types work to transfer forces. Issues of rotation (intentional or otherwise), rigidity.

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Quiz 3: Axial Stress and Strain

Value: 5% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Calculations on stress and strain in members.

Quiz 4: Bending Stress / Shear Stress

Value: 5% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Calculations showing bending versus shear stress. Understanding where these happen in beams.

Quiz 5: Trusses and Method of Joints

Value: 5% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Problem solving for simple trusses using method of joints. Understanding where the compression and tension forces occur in basic truss types under normal loading conditions.

Quiz 6: Columns and Column Behavior

Value: 5% of final grade
Due Date: See Course Schedule
Type: Short answer and problem solving
Length: 30 minutes
Description: Demonstration of knowledge about columns. What is a short versus a long/slender column? When and how do we brace. Unsupported lengths.

Take Home Assignment 1: Shear and Moment Diagrams

Value: 10%
Date: See Course Schedule
Type: Schematic design accompanied by calculations
Description: Students will be required prepare shear and moment diagrams for a given set of

ARCD 412.4 Structures I

structural conditions to provide practice that would not be possible during a normal quiz.

Take Home Assignment 2: Beams, Trusses, Method of Joints

Value: 10%

Date: See Course Schedule

Type: Schematic design accompanied by calculations

Description: Students will be required prepare diagrams and calculations for a given set of structural conditions to provide practice that would not be possible during a normal quiz.

Take Home Assignment 3: Floor Framing Design

Value: 10%

Date: See Course Schedule

Type: Schematic design accompanied by calculations

Description: Students will be required to undertake proposals for floor framing situations for a variety of bay sizes and conditions.

Final Exam

Value: 40%

Date: See Course Schedule

Type: Problem calculations

Length: 2 hours

Description: Standard problem sets based on all of the topics of the term to demonstrate proficiency and understanding of the material.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted. Students who miss a quiz due to illness or other documented emergency will be provided with an alternative evaluation, such as a take-home assignment.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss an in-class quiz will be provided with an opportunity to complete the quiz online.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

ARCD 412.4 Structures I

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Collection of Student Work

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

F2. Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

ARCD 413.3 Construction I

Delivery Format: Lecture, 3 hours per week

Location and time TBD

Instructor TBD

Course Description

As a companion course to the parallel Design/Build Studio, students will undertake a detailed exploration of technical topics that pertain to the development of design and construction documents. Content of the course will include: building code review; materials assessment; structural design; best practice envelope design; energy and heat loss analysis; environmental systems; low carbon design targets; sustainable systems and construction coordination. Communication and technical drawing skills will be stressed.

Prerequisites

ARCD 322.3 Building Technology II; 313.3 Ecological Design

Co-requisites

ARCD 411.6 Studio 3: Design Build

Learning Outcomes

By the completion of this course, students will be expected to:

1. Consider the effects of building systems, including their integration on the form and materiality of a building, and the related structural and environmental
2. Understand the application of construction materials, methods, sequences, and the involvement of trades, within design/build projects
3. Make appropriate material selections for all building components
4. Undertake design development and draw (represent) key components of a building at the level of a detail
5. Integrate principles and applications of sustainable design

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

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ARCD 413.2 Construction I

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University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine

ARCD 413.2 Construction I

the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Course Overview

This course runs parallel to the Design Build Studio as an integrated companion component. It will be necessary to accelerate the pace of the course as the deliverables at the end of the course will constitute the list of materials, production schedule and technical drawings for the design/build component. Students will have had access to production drawing software through online tutorials prior to the term such that the review at the start of term will more specifically address the technical concerns of the application of the drawing software for the purpose of creating the documents for the design/build portion. The lecture components will be reduced, targeted quite specifically to the nature of the design/build building type and site, and more in class time created to allow for feedback on the technical aspects of the work.

Class Schedule

Week	Topic	Readings	Assignment
1	Course Introduction: The Role of Drawings in Design and Construction		
2	AutoCAD/Revitt workshop		Tutorial
3	Building Code Review (Detailed look at Part 9)	NBC, Part 9	
4	Comparative Sustainability Analysis (materials selection, passive systems)	Reference: Lechner, N. (2015). Heating, cooling, lighting: Sustainable design methods for architects. Fourth Edition. J. Wiley & Sons.	Take Home Assignment 1
5	Preparing a materials list take-off		
6	Preparing Project Budget, assessing time to construct		Take Home Assignment 2
7	Building Envelope Detail 1 (materials, insulation, window selection, etc.)	Reference: Straube, J. F., & Burnett, E. F. P. (2005). <i>Building science for building enclosures</i> . Westford, Mass: Building Science Press.	Take Home Assignment 3
8	Building Envelope Detail 2	Reference	Take Home

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		Straube, J. F., & Burnett, E. F. P.	Assignment 4
9	Structural Design Review 1	Reference Allen, E., & Iano, J. (2014). Fundamentals of building construction: Materials and methods. Sixth Edition. Hoboken, N.J: J. Wiley & Sons.	Take Home Assignment 5
10	Structural Design Review 2	Reference Allen, E., & Iano, J	Take Home Assignment 6
11	Energy Analysis (heat loss/gain)	Straube, J. F., & Burnett, E. F. P. HEED Software	Take Home Assignment 7
12	Planning and Construction Coordination		Take Home Assignment 8
13	Final Project Synthesis		Final Technical Documents

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has a major project in lieu of a final examination.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in

ARCD 413.2 Construction I

architecture or significant practice experience (minimum ten years). Preference for a LEED AP.

Required Activities Outside of Class Time

A visit to the site of the Design/Build project will be required.

Required Resources

Readings/Textbooks

Students are expected to have already purchased the following books in previous terms and these will be used for reference again:

Lechner, N. (2015). Heating, cooling, lighting: Sustainable design methods for architects. Fourth Edition. J. Wiley & Sons.

Allen, E., & Iano, J. (2014). Fundamentals of building construction: Materials and methods. Sixth Edition. Hoboken, N.J: J. Wiley & Sons.

Straube, J. F., & Burnett, E. F. P. (2005). *Building science for building enclosures*. Westford, Mass: Building Science Press.

Canadian Wood Council. (2004). Engineering guide for wood frame construction: Guidance and design method for light wood frame systems under gravity, wind and earthquake loads. Ottawa: Canadian Wood Council = Conseil canadien du bois. (This reference is currently in reprinting).

The National Building Code. Current version.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Downloads

Climate Consultant. <http://www.energy-design-tools.aud.ucla.edu/climate-consultant/request-climate-consultant.php>

HEED Energy Software. <http://www.energy-design-tools.aud.ucla.edu/heed/>

Grading Scheme

Take Home Assignments – 4 @ 5%	20%
Take Home Assignments – 4 @ 10%	40%
Final Drawing Set	40%
Total	100%

Evaluation Components

Take Home Assignment 1: Comparative Sustainability Analysis

ARCD 413.2 Construction I

Value: 10% of final grade

Due Date: See Course Schedule

Type: Written Report

Description: Brief analysis of design/build for sustainable strategies.

Take Home Assignment 2: Project Budget

Value: 10% of final grade

Due Date: See Course Schedule

Type: Budget and schedule document.

Description: Students will prepare the project budget for the design/build project including material take-offs and pricing. Depending on the complexity of the project the work may be divided into groups or elements to research.

Take Home Assignment 3: Building Detail 1

Value: 5% of final grade

Due Date: See Course Schedule

Type: Drawing

Description: Students will prepare a detailed sketch proposal for a key portion of the design.

Take Home Assignment 4: Building Detail 2

Value: 5% of final grade

Due Date: See Course Schedule

Type: Drawing

Description: Students will prepare a detailed sketch proposal for a key portion of the design.

Take Home Assignment 5: Structural Review 1

Value: 5% of final grade

Due Date: See Course Schedule

Type: Drawing

Description: Students will prepare a detailed sketch proposal for the structure of the project.

Take Home Assignment 6: Structural Review 2

Value: 5% of final grade

Due Date: See Course Schedule

Type: Drawing

Description: Students will prepare revisions to the structure for the design/build project.

ARCD 413.2 Construction I

Take Home Assignment 7: Energy Analysis

Value: 10%

Date: See Course Schedule

Type: Calculations

Description: Students will be required to prepare an energy analysis of the design/build project.

Take Home Assignment 8: Planning and Construction Coordination

Value: 10%

Date: See Course Schedule

Type: Schedule of work

Description: Students will be required to prepare the construction schedule for the design/build project.

Final Drawing Set

Value: 40%

Date: See Course Schedule

Type: Drawings

Description: Students will each prepare a complete contract drawing set for the design/build related studio project to include: plans, sections, elevations, wall sections, key details, etc.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

ARCD 413.2 Construction I

Copyright

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Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

ARCD 413.2 Construction I

Student Supports

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Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

ARCD 414.3 Architectural Thought and Practice After the Second World War

Delivery Format: Lecture, 3 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

This course examines the architectural developments in the last half of the twentieth century. Key texts of the period are presented and discussed in relation to developments in architectural practice.

Prerequisites

ARCD 324.3 Architectural Principles in the Modern World

Learning Outcomes

By the completion of this course, students will be expected to:

1. Discuss key moments in the development of architectural thinking and architectural culture that have led to our contemporary condition.
2. Identify the theoretical reasoning connected with the formal and material development of architecture in the modern and contemporary world.
3. Critically analyze contemporary works of architecture in the context of their recent historical and theoretical positioning.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

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

Information on literal descriptors for grading at the University of Saskatchewan can be found at:

<http://students.usask.ca/academics/grading/grading-system.php>

ARCD 414.3 Architectural Thought and Practice After the Second World War

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

The period since the Second World War has seen intensive changes in the practice and discipline of architecture, from the global hegemony of late modern architecture, through the periods of postmodernism and deconstruction, to the dominance of an architecture tightly tied to the needs of global capital – but with a stylistic position that is difficult to define. In addition, in this period architectural writing and theory has taken on significantly more importance than in previous ages. In this course, students will be asked to read and analyze a number of the most critical texts concerning architecture that have been written since the Second World War. In lectures, these texts will be discussed side-by-side with principle examples of architectural projects, built or unbuilt. Students should note that this course requires significant reading. By the end of the course, however, students will understand the most significant texts that underlie the production of contemporary architecture.

ARCD 414.3 Architectural Thought and Practice After the Second World War

Class Schedule

Week	Module	Readings	Assignment
1	Course Introduction. Texts and Buildings.	Forty, A. (2000). <i>Words and buildings: A vocabulary of modern architecture</i> . New York: Thames & Hudson. Chapter 1: The Language of Modernism. Speaks, M. (2006). Intelligence After Theory. <i>Perspecta: The Yale Architectural Journal</i> , no 38: <i>Architecture After All</i> , pp. 103-108	
2	Architecture and Knowledge: the search for architectural principles	Alexander, C., Ishikawa, S., & Silverstein, M. (1977). <i>A pattern language: Towns, buildings, construction</i> . New York: Oxford University Press. Part 1: Using this book. Rasmussen, S. E. (1962). <i>Experiencing architecture</i> . Cambridge [Mass.: M.I.T. Press, Massachusetts Institute of Technology. pp. 224-240.	
3	The post-war city	Rossi, A., Eisenman, P., Graham Foundation for Advanced Studies in the Fine Arts., & Institute for Architecture and Urban Studies. (1982). <i>The architecture of the city</i> . Cambridge, Mass: MIT Press. Chapter 4: The evolution of urban artefacts. Lynch, K. (1960). <i>The image of the city</i> . Cambridge, Mass: MIT Press. Chapter III: The city and its elements. Jacobs, J. (1961). <i>The Death and Life of Great American Cities</i> . New York: Random House. Part Two: The conditions for city diversity.	
4	Knowledge to Meaning: questioning modernism	Venturi, R., & Museum of Modern Art (New York, N.Y.). (2011; 1967). <i>Complexity and contradiction in architecture</i> . New York: Museum of Modern Art. Chapter 1: Non-straightforward architecture – a gentle manifesto. Hertzberger, H. (1991). <i>Lessons for students in architecture</i> . Rotterdam: Uitgeverij 010 Publishers. Part B: Making space, leaving space.	
5	Low design and high design	Venturi, R., Scott, B. D., & Izenour, S. (1977). <i>Learning from Las Vegas: The forgotten symbolism of architectural form</i> . Cambridge, Mass: MIT Press. Part II. Ugly and ordinary architecture, or the decorated shed.	Book review due
6	Breaking hegemony: New ideas after the 60s	Fathy, H., & Fathy, H. (1976). <i>Architecture for the poor: An experiment in rural Egypt</i> . Chicago: University of Chicago Press. Chapter 2. Chorale: Man, society and technology. Foucault, M. (1977). <i>Discipline and punish: The birth of the prison</i> . New York: Vintage Books. Part 4: Prison.	
7	Techno-utopias	Negroponte, N. (1975). <i>Soft architecture machines</i> . Cambridge, Mass: The MIT Press. Part 4: Intelligent environments.	

ARCD 414.3 Architectural Thought and Practice After the Second World War

		Banham, R. (1969). <i>The architecture of the well-tempered environment</i> . Chicago: University of Chicago. Chapter 6: The well-tempered home.	
8	An architecture of capital: Koolhaas and the starchitects	Koolhaas, R. (1994). <i>Delirious New York: A retroactive manifesto for Manhattan</i> . New York: Monacelli Press. Pages 81-160: The double life of Utopia: the skyscraper. Tafuri, M. (1976). <i>Architecture and utopia: Design and capitalist development</i> . Cambridge, Mass: MIT Press. Chapter 5: "Radical" architecture and the city.	Essay abstract/outline due
9	Theory wars: deconstruction	Eisenman, P. (2004). <i>Inside out: Selected writings 1963-1988</i> . New Haven: Yale University Press. Decomposition and the Processes of Differentiation Vidler, A. (1992). <i>The architectural uncanny: Essays in the modern unhomely</i> . Cambridge, Mass: MIT Press. Part 2: Bodies.	
10	After Theory: back to building	Allen, S. (1999). <i>Points + lines: Diagrams and projects for the city</i> . New York: Princeton Architectural Press. Part 2: Infrastructural Urbanism. Tschumi, B. (1994). <i>Architecture and disjunction</i> . Cambridge, Mass: MIT Press. Part III: Disjunction.	
11	Thinking about building in a new millennium	Kieran, S., & Timberlake, J. (2004). <i>Refabricating architecture: How manufacturing methodologies are poised to transform building construction</i> . New York: McGraw-Hill. Part 4: Processes we do not see.	
12	Digital Architectures	Spuybroek, L. (2006). The architecture of continuity. In Spuybroek (2008). <i>The architecture of continuity: Essays and conversations</i> . Rotterdam: V2 Pub. Picon, A. (2010). <i>Digital culture in architecture: An introduction for the design professions</i> . Basel: Birkhäuser. Introduction.	
13	Course wrap-up: where are we now?		Major Essay due
	FINAL EXAM		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

ARCD 414.3 Architectural Thought and Practice After the Second World War

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Readings are listed in full in the course schedule. A course package will be available from the bookstore; however, it is recommended that students purchase these books as they will be the core of an architectural library.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Grading Scheme

Book Review	20%
Major Essay	40%
Final Exam	40%
Total	100%

Evaluation Components

Assignment 1: Book Review

Value: 20% of final grade

Due

Date: See Course Schedule

Type:

Students will be required to prepare a critical review of an important architectural text that is not on the class reading list.

Description: A list of appropriate books will be issued on the first day of class. Each student is to select one book from the list and prepare a review of a maximum of 1000 words. The review must include a brief discussion of how the text relates to an architectural project of the period.

Assignment 2: Major Essay

Value: 40% of final grade

Due

Date: See Course Schedule

Type:

Students will be required to prepare a research paper about a key issue in the architecture of the post-war period.

Description: A list of issues to be studied will be issued on the first day of class. Each student is to select one issue and prepare a critical essay of no more than 2500 words. The essay should discuss the

ARCD 414.3 Architectural Thought and Practice After the Second World War

key literature and architectural projects related to the issue, and position the issue in relation to current architectural practice.

Final Exam

Value: 40% of final grade
See Course Schedule

Date:

Length: 2 hours

Type: Invigilated, open book.

Description: Students will be asked short essay questions (two to three paragraphs each) that will require a synthesis of course materials.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

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ARCD 414.3 Architectural Thought and Practice After the Second World War

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ARCD 414.3 Architectural Thought and Practice After the Second World War

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

E3. Architectural History and Theory

Understanding of the history of architecture, landscape, and urban design; the conceptual and theoretical frameworks that have shaped these disciplines; and the relevant precedents and cultural, political, ecological, and technological factors that have influenced their development.

ARCD 415.3 Collaborative Methods

Delivery Format: Lecture, 3 hours per week

Date, time and location: TBD

Instructor: TBD

Course Description

Through theoretical discussions and practical exercises, students will learn how to be effective participants in team activities, including in leadership positions. Methods of consultation and facilitation design, the role of feedback, and methods of conflict resolution will be discussed and modeled.

Prerequisites

ARCD 325.3 The Construction Industry

Learning Outcomes

By the completion of this course, students will be expected to:

1. Effectively take on various roles within a design project team
2. Design and execute effective and specific consultative processes with a variety of communities and groups
3. Understand the principles of collaborative methods, particularly in relation to design and construction, and apply these principles to design activities
4. Understand the roles of critical feedback, conflict and negotiation in the production of excellence
5. Make use of clear strategies for conflict and dispute resolution
6. Effectively employ methods of collaborative leadership and facilitation

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ARCD 415.3 Collaborative Methods

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

Architecture is never made alone. A building is the product of many collaborations among numerous individuals, including the architect or architects, her staff – technical, design, and administrative – the client (which may already be a collaboration), technical consultants, the bank, city officials, neighbourhood stakeholders, contractors, construction workers, material suppliers.... The list is, really, endless.

We have all worked with other people many times in our lives. As humans, this comes naturally

ARCD 415.3 Collaborative Methods

to us: it is part of our social character. In this course, however, we will begin to understand how to professionalize these collaborations. We will learn about the theory of collaboration, as well as clear methods of how to go about collaborating with various groups. Collaboration with peers, in groups and in teams, leadership principles, methods of consultation and working with large groups – such as in the format of a community consultation – will be examined. In the end architects have to be expert collaborators. It's key to our profession.

Class Schedule

Week	Topic	Readings	Assignment
1	Course introduction and the purposes of collaboration	Margerum, R. D. (2011). <i>Beyond consensus: improving collaborative planning and management</i> . Boston, MA: MIT Press. Part I	
2	Principles of collaboration		
3	Groups, teams and networks: typologies of collaboration	Margerum Part II	In-class exercise
4	Collaboration with peers: non-hierarchical groups	Markopoulos, P., Martens, J.-B., Malins, J., Coninx, K., & Liapis, A. (2016). <i>Collaboration in creative design: Methods and tools</i> . Part I	
5	Leadership: Collaboration within hierarchical teams	Markopoulos et al., Part II	In-class exercise
6	Collaboration vs consultation	Baugh, A. (2015). <i>Stakeholder engagement: The game changer for program management</i> . Part I	
7	Methods of consultation and facilitation	Recommended reading: Schwarz, Roger M. (2016). <i>The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches</i> . Jossey-Bass Inc Pub.	

ARCD 415.3 Collaborative Methods

8	Incorporating criticism and feedback	Baugh Part II	In-class exercise
9	Conflict and dispute resolution strategies	Baugh Part III	
10	Working with people: personality types		In-class exercise
11	Working with difficult people	Recommended reading: Lundin, W., Lundin, K., & Dobson, M. S. (2009). Working with difficult people. New York: AMACOM.	
12	Collaboration in the world of social media: technological supports and concerns	Margerum Ch. 11	
13	The limits of collaboration		Major Collaborative Exercise
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

ARCD 415.3 Collaborative Methods

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Activities Outside of Class Time

If possible, we will organize a visit to community consultation session.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Margerum, R. D. (2011). *Beyond consensus: improving collaborative planning and management*. Boston, MA: MIT Press.

Baugh, A. (2015). Stakeholder engagement: The game changer for program management.

Markopoulos, P., Martens, J.-B., Malins, J., Coninx, K., & Liapis, A. (2016). Collaboration in creative design: Methods and tools.

The following are recommended texts:

Lundin, W., Lundin, K., & Dobson, M. S. (2009). *Working with difficult people*. New York: AMACOM.

Schwarz, Roger M. (2016). *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches*. Jossey-Bass Inc Pub.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Grading Scheme

In-class exercises (3)	30%
Major collaborative exercise	30%
Peer evaluation	10%
Final Exam	30%
Total	100%

ARCD 415.3 Collaborative Methods

Evaluation Components

Assignment 1: In-class exercises

Value: 30% of final grade

Due Date: See Course Schedule

Type: In-class exercises – four in total

Description: Students will take part in brief written or drawn exercises illustrating principles of collaboration developed during the lecture. Some introspection and self-reflection is expected.

Assignment 2: Major Collaborative Exercise

Value: 30% of final grade

Due Date: See Course Schedule

Type: Collaborative design project.

Description: Working in a single large group, the class will organize an event such as a symposium, exhibition, or performance.

Peer-evaluation

Value: 10% of final grade

Date: See Course Schedule

Type: Peer evaluation

Description: Students will be evaluated by their peers on their performance during the Major Collaborative Exercise. Note that the design of the peer evaluation process is part of the Collaborative Exercise.

Final Exam

Value: 30% of final grade

Date: See Course Schedule

Length: 2 hours

Type: Invigilated, open book.

Description: Students will be asked a variety of multiple choice and short answer questions.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

ARCD 415.3 Collaborative Methods

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Experiential Learning

The Collaborative Exercise is a clear example of experiential learning. The work of students in this exercise will be evaluated in part by their peers.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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Examinations with Disability Services for Students (DSS)

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ARCD 415.3 Collaborative Methods

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

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Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

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College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

B1. Global Perspectives, Environmental Stewardship and Community Engagement

The ability to respond to the diversity of global cultures and perspectives, positively impact society through civic and community engagement, and contribute to the stewardship of the environment.

B2. Collaboration and Leadership:

The ability to support and foster successful individual and team dynamics, collaborative experiences, and opportunities for leadership.

ARCD 415.3 Collaborative Methods

C1. The Architectural Profession

An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.

C3. Practice Organization

An understanding of the basic principles of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation as well as an understanding of trends that affect practice.

C4. Project Management

An understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; and the development of work plans, project schedules, and project delivery methods.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

ARCD 421.6 Building Community

Delivery Format: Studio, 6 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

In this studio course, students will design and document a building of a medium level of complexity that will be of service to a Saskatchewan community. The building design will begin to integrate ideas and concepts from other parts of the curriculum, including a fundamental knowledge of building structures, local codes, environmental sustainability, and ideas of form, use and materiality.

Prerequisites

ARCD 411.6 Design | Build

Learning Outcomes

By the completion of this course, students will be expected to:

1. Make use of design tools and methods developed in earlier studios at a higher level of proficiency, and demonstrate an introductory ability to use emerging tools
2. Incorporate emerging and advanced design tools, such as parametric design and scripting, into a design process
3. Develop and apply a collaborative and consultative design process
4. Develop an architectural program for a building of a medium level of complexity and a high level of community engagement

Apply inputs from other areas of the curriculum to develop, document and present to a critical audience a schematic design for a building that will be designed in relation to its community context and in accordance with fundamental principles of building codes; will have considered structural, material and environmental control systems; and will demonstrate a high level of environmental sustainability, using current and emerging practices for sustainable design. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing

ARCD 421.6 Building Community

these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

ARCD 421.6 Building Community

Course Overview

The Building Community studio follows the undergraduate co-op work term and is the capstone of the Bachelor of Design in Architecture sequence. As well as culminating in an architectural project of medium complexity, such as a small community centre, the studio leverages the technical, cultural, and professional streams of the curriculum to the service of a community group. Supporting the studio is a co-requisite of community design, as well as construction techniques and environmental systems.

The experience of the co-operative work term lays the groundwork for an introduction to the practice of the profession of architecture. The construction techniques course supports the studio with the comprehensive coverage of topics including code and accessibility, fire and life safety, sustainability and LEED analysis. In parallel, the environmental systems course includes calculations for low energy and passive systems, HVAC and lighting, and building codes and standards of sustainability.

The Building Community studio is supported by the course in Design and Community that examines the agency that diverse communities of various scales – from small groups, through medium sized towns, to large cities – have through architecture and urban design. The role of advocacy, organization, and collaboration is examined as well as the role that architecture has played and has yet to play on behalf of various communities. Questions of constituency, collectivity, indigeneity, as well as speculations on communities of the future, are engaged with an eye to the design and documentation of a mid-scale building in service of a specific Saskatchewan community.

The issues, questions, and speculations of sustainable ecologies and political economies are grounded in a schematic set of construction documents that demonstrate the practical application of theoretical investigations. The conclusion of the Bachelor of Design in Architecture program prepares successful students for entry to the Master of Architecture program or to any number of other programs at the Masters level.

Class Schedule

Week	Module	Readings Discussions and Activities	Deadlines
1	Course Introduction Project 1: Site Analysis	Discussion: Planning and Zoning Field trip (Site visit)	
2	Project 1: Site Analysis	Review and Discussion: Project 1	Project 1 Due
3	Project 2: Schematic Design	Precedent Presentations Work in studio. Desk crits and small group discussions.	

ARCD 421.6 Building Community

4	Project 2: Schematic Design	Precedent Presentations Work in studio. Desk crits and small group discussions.	
5	Project 2: Schematic Design	Precedent Presentations Work in studio. Desk crits and small group discussions.	
6	Project 2: Schematic Design	Review and Discussion: Project 2	Project 2 Due
7	Project 3: Parametric Workshop		
8	Project 3: Parametric Workshop	Review and Discussion: Project 3	Project 3 Due
9	Project 4: Design Development	Precedent Presentations Work in studio. Desk crits and small group discussions.	
10	Project 4: Design Development	Precedent Presentations Work in studio. Desk crits and small group discussions.	
11	Project 4: Design Development	Precedent Presentations Work in studio. Desk crits and small group discussions.	
12	Project 4: Design Development	Work in studio. Desk crits and small group discussions.	
13	Project 4: Design Development	Work in studio. Desk crits and small group discussions.	Project 4 Due
	Final Reviews	Final reviews will be held in lieu of a final exam, during the exam period.	Portfolio Due

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

ARCD 421.6 Building Community

Length and Mode of Final Examination

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Awan, N., Schneider, T., & Till, J. (2011). *Spatial agency: Other ways of doing architecture*.

Abingdon, Oxon, England: Routledge. Introduction. **Already purchased for ARCD 411.6.**

Kwok, A. G., & Grondzik, W. T. (2011). *The green studio handbook: Environmental strategies for schematic design*. Amsterdam: Architectural Press. **Already purchased for ARCD 321.6.**

Other readings will be made available through the BBLearn system or the library.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will be required to have safety equipment for use in the fabrication shop and on site, including hardhat, safety boots, gloves and goggles.

Grading Scheme

Project 1: Site Analysis	15%
Project 2: Schematic Design	25%
Project 3: Parametric Workshop	10%
Project 4: Design Development	30%
Precedent Study	10%
Portfolio	10%

ARCD 421.6 Building Community

Total	100%

Evaluation Components

Project 1: Site analysis

Value: 15% of final grade

Due Date: See Course Schedule

Type: Documentation

Description: Working in teams, students develop a set of documents that show the physical, human, regulatory and environmental context of the site.

Project Two: Schematic Design

Value: 25% of final grade

Date: See Course Schedule

Type: Building Design Project.

Description: Students develop a set of drawings and models that represent the schematic design of their project. This design should show: formal and programmatic relationships; the organization of the building on the site; architectural and compositional ideas; and preliminary material and constructional concepts.

Project 3: Parametric Workshop

Value: 10% of final grade

Due Date: See Course Schedule

Type: Design workshop

Description: Students develop a drawing that demonstrates the application of techniques of parametric or scripting into an aspect of their design project.

Project 4: Design Development

Value: 30% of final grade

Date: See Course Schedule

Type: Design project

Description: Students develop their projects with a re-consideration of programmatic and site ideas, taking into account critical feedback received, and incorporating a more thorough consideration of the technical issues involved. Drawings will be produced that include a full set of renderings as well as wall sections.

ARCD 421.6 Building Community

Precedent Study

Value: 10% of final grade

Date: Varies – three students will present each week

Type: Precedent study, reviewing issues of timely concern

Description: Students will develop studies of critical issues in particular aspects of the project, ranging from programmatic to material and systemic issues. Students present their findings to their colleagues in their sections.

Portfolio

Value: 10% of final grade

Date: Due at final review

Type: Portfolio of work of the term

Description: Students will compile their work of the term into a portfolio that reflects on their learning.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox. Hard copies of assignments must be provided for the purpose of project review.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Recording of the Course

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Collection of Student Work

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ARCD 421.6 Building Community

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ARCD 421.6 Building Community

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D2. Design Skills:

Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components.

D3. Design Tools:

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D4. Design Program:

Ability to prepare a comprehensive program for an architectural project that draws from appropriate precedents; assesses client/user needs, conditions of occupancy, and spatial parameters and requirements; and includes a review of regulatory contexts and standards relevant to the project.

D5. Urban Design Context:

Ability to analyze the larger urban context within which architecture is situated, its developmental patterning and spatial morphologies, and infrastructural, environmental and ecological systems, and to understand the regulatory instruments (planning and zoning acts and bylaws) that govern this context, the broader implications of architectural design decisions on the evolution of cities, and the impact of urbanism on design.

ARCD 421.6 Building Community

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.

D7. Detail Design:

Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling and/or full scale prototypes.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F2 Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

F3. Environmental Systems

Understanding of the basic principles that inform the design of passive and active environmental modification systems and building service systems, the issues involved in the coordination of these systems, in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

F4. Ecological Systems

Understanding of the broader ecologies that inform the design of buildings and their systems and of the impacts of design decisions on those ecologies

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

ARCD 421.6 Building Community

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

ARCD 422.3 Environmental Systems

Delivery Format: Lecture, 3 hours per week

Date, time and location: TBD

Instructor: TBD

Course Description

An overview of the integration of environmental systems in buildings. Subjects covered include: environmental parameters; low energy design; passive systems; air and water systems; heating and cooling loads; ventilating and air conditioning systems; plumbing and waste systems; artificial source lighting and daylighting; acoustics; and fire protection criteria and systems. Reference to building codes and standards will be made throughout the course.

Prerequisites

ARCD 413.3 Construction I

Learning Outcomes

By the completion of this course, students will be expected to:

1. Consider the effects of building systems, such as structural and environmental, as well as their integration on the form and materiality of a building
2. Integrate both passive and active strategies for environmental control into the design of medium to large buildings
3. Calculate the energy performance of building envelope systems and integrate an understanding of energy performance into building design
4. Understand the role of light and sound comfort in architectural design, and effectively employ these elements in the design of buildings
5. Integrate principles and applications of sustainable low carbon design
6. Understand the range of MEP systems and their appropriate selection for a variety of building types
7. Be able to balance passive and mechanical systems to achieve low energy designs

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

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Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course expands and deepens the concepts introduced in the first Environmental Design course that took place in the first year of the program. It builds upon the material presented in the Building Technology and Construction Courses by adding great detail about the range of environmental systems that must be understood and integrated into the architectural design process. By this time the students should be able to handle these systems as they are applied to larger commercial and institutional buildings. This information serves as the basis for subsequent investigation and application in the Integrated Systems course that runs parallel to the Comprehensive Design Studio.

Class Schedule

Week	Topic	Readings	Assignment
1	Environmental Loads on Buildings: Differentiating between Interior and Skin Load Dominated Buildings	Lechner, N. (2015). Heating, cooling, lighting: Sustainable design methods for architects. Fourth Edition. J. Wiley & Sons Chapter 1	
2	Climate and Environmental Systems Design: Understanding the Psychrometric Chart	Lechner, Chapter 3 and 4 Climate Consultant Software	
3	Heating, Ventilating and Cooling Systems for Buildings (Part 1)	Lechner, Chapter 16	Quiz 1
4	Heating, Ventilating and Cooling Systems for Buildings (Part 2)	Lechner, Chapter 16	
5	Daylighting and Electric Lighting (Part 1)	Lechner, Chapters 13, 14	Quiz 2
6	Daylighting and Electric Lighting (Part 2)	Lechner, Chapters 13, 14	
7	Acoustics (Part 1)	Ermann, M. (2015). Architectural Acoustics Illustrated. J. Wiley & Sons.	
8	Acoustics (Part 2)	Ermann	Quiz 3
9	Water and Waste Systems for Buildings	Selected readings	
10	Energy Design, intro to Energy Analysis Software (may need extra workshop, access to software)	HEED Software, E-Quest	Quiz 4
11	Detailed Fire Protection Criteria (focus on environmental systems and spread of fire)	NBC	Case Study due

12	Balancing Between Active and Passive Systems when Designing Buildings	Lechner, Chapter 19	Energy Analysis due
13	Case Study Presentations / Wrap Up		
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be 2 hours in length, comprised of a series of short and long answer questions that ask students to synthesize the work of the term. Some calculations will be required. Use of supplied charts.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). Preference for a LEED AP.

Required Activities Outside of Class Time

If possible, we will organize a visit to a construction site. This may need to take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Lechner, N. (2015). Heating, cooling, lighting: Sustainable design methods for architects. Fourth Edition. J. Wiley & Sons. (already should own from Ecological Design course)

Ermann, M. (2015). Architectural Acoustics Illustrated. J. Wiley & Sons.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Downloads

Climate Consultant. <http://www.energy-design-tools.aud.ucla.edu/climate-consultant/request-climate-consultant.php>

HEED Energy Software. <http://www.energy-design-tools.aud.ucla.edu/heed/>

Grading Scheme

Quizzes (4 @ 10%)	40%
Energy Analysis	10%
Case Study Essay/Presentation	20%
Final Exam	30%
Total	100%

Evaluation Components

Quiz 1: Environmental Loads

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Short answers on parameters of environmental loading.

Quiz 2: HVAC Systems

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Short answer questions on systems and their use in mid to large buildings.

Quiz 3: Lighting Design

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Overview questions about daylighting, electric lighting, balancing green issues through controls.

Quiz 4: Acoustic Design

Value: 10% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Dedicated quiz to understanding the concepts of acoustic design including a small design based question.

Energy Analysis (individual)

Value: 10%

Date: See Course Schedule

Type: Calculations

Description: Students will be required to prepare an energy analysis of a small building towards an understanding of how to achieve net zero energy. Specifics dependent on the energy software used in the class (licensing, expertise of professor or guest).

Case Study Essay (individual)

Value: 20%

Date: See Course Schedule

Type: 2,000 word research paper

Description: Students will be required to research an exemplary green building from a topic list provided. The building should have achieved a LEED Platinum rating or Net Zero Energy. The essay will focus on the environmental control systems chosen. The essay will be accompanied by a 3 slide "Pecha Kucha" style presentation to the class (20 seconds per slide, 3 slide limit) of the key features of the project. The Powerpoints should be timed and narrated and submitted at least a week prior to the class so that they can be assembled into a seamless presentation.

Final Exam

Value: 30%

Date: See Course Schedule

Type: Short answer and problem solving

Length: 2 hours

Description: The exam is a summative overview of all materials learned in the term. It could

be based on the type of format used in the NCARB exams accompanied by a design type problem/analysis of a small commercial or institutional building.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted. Students who miss a quiz due to illness or other documented emergency will be provided with an alternative evaluation, such as a take-home assignment.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss an in-class quiz will be provided with an opportunity to complete the quiz online.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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Examinations with Disability Services for Students (DSS)

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Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

relationship with one another.

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

F3. Environmental Systems

Understanding of the basic principles that inform the design of passive and active environmental modification systems and building service systems, the issues involved in the coordination of these systems, in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

F4. Ecological Systems

Understanding of the broader ecologies that inform the design of buildings and their systems and of the impacts of design decisions on those ecologies

ARCD 423.3 Construction II

Delivery Format: Lecture, 3 hours per week

Location, date and time: TBD

Instructor: TBD

Course Description

Construction II is designed to be a companion course to the parallel “Building Community” Design Studio. Students will undertake a comprehensive exploration of technical topics as pertain to the detailed development of the design project. Such topics include: code review; life safety; fire protective design; universal access; material assessment; structural design; best practice envelope design; energy and heat loss analysis; environmental systems; low carbon design targets; sustainable systems (passive and active design); and sustainable rating systems. Construction II will also address some of the new detail issues such as building envelope design, energy modelling, active systems, and possibly a LEED analysis.

Prerequisites

ARCD 413.3 Construction I

Learning Outcomes

By the completion of this course, students will be expected to:

1. Consider the effects of building systems, such as structural and environmental, as well as their integration on the form and materiality of a building
2. Apply knowledge of construction materials, methods, sequences, and the involvement of trades within design/build projects
3. Make appropriate material selections for all building components
4. Undertake design development and draw (represent) key components of a building at the level of a detail
5. Integrate principles and applications of sustainable design
6. Understand the principles of Building Codes and apply code requirements (e.g. exiting, fire separation, universal access) to the design of a building
7. Complete a Building Code analysis of a design proposal
8. Conceive alternative solutions to code and construction challenges

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

This course runs parallel to the Design Build Studio as an integrated companion component. It will be necessary to accelerate the pace of the course as the deliverables at the end of the course will constitute the list of materials, production schedule and technical drawings for the design/build component. This course will have higher expectations than Construction I. It is implied that the nature of the subject building is more challenging in terms of its scope and materiality. The lecture components will be reduced, targeted quite specifically to the nature of the design/build building type and site, and more in class time created to allow for feedback on the technical aspects of the work.

Class Schedule

Week	Topic	Readings	Assignment
1	Course Introduction: The Role of Drawings in Design and Construction (advanced considerations – expanded materials and trades)		
2	Detailed Building Code Review (assuming community building with fire safety, scope, height, material and exiting issues)	NBC Review	
3	Detailed Building Code Review (assuming community building with fire safety, scope, height, material and exiting issues)	NBC Review	Take Home Assignment 1
4	Detailing the Building Envelope (materials, insulation, window selection, etc.) Part I	Reference Straube	
5	Detailing the Building Envelope (materials, insulation, window selection, etc.) Part II	Reference Straube	
6	Structural Design Selections / Review	Reference Allen	Take Home Assignment 2
7	Energy Analysis (heat loss/gain)	Straube and HEED or other energy software	Take Home Assignment 3
8	Comparative Sustainability Analysis (materials selection, passive systems)	Reference Lechner	Take Home Assignment 4
9	Emerging Building Systems (new materials, plastics, metals, rammed earth, straw bale, etc.)	Online materials databases used, short articles supplied that are topical and current	Take Home Assignment 5
10	Active Construction Site visits / analysis	Reference Lechner	

	(team coordination and communication)		
11	Addressing Complexity – the relationship between increasingly complex design and construction	Short Readings supplied, articles	
12	Responding to Complexity – the relationship between increasingly complex design and construction	Short Readings supplied, articles	Take Home Assignment 6
13	Final Project Synthesis		Final Technical Documents

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has a significant final drawing assignment in lieu of an exam.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). Preference for a LEED AP.

Required Activities Outside of Class Time

A visit to the site of the Design/Build project will be required.

Required Resources

Readings/Textbooks

Students are expected to have already purchased the following books in previous terms and these will be used for reference again (so not a huge financial burden):

Lechner, N. (2015). Heating, cooling, lighting: Sustainable design methods for architects. Fourth Edition. J. Wiley & Sons.

Allen, E., & Iano, J. (2014). Fundamentals of building construction: Materials and methods. Sixth Edition. Hoboken, N.J: J. Wiley & Sons.

Canadian Wood Council. (2004). Engineering guide for wood frame construction: Guidance and design method for light wood frame systems under gravity, wind and earthquake loads. Ottawa: Canadian Wood Council = Conseil canadien du bois. (This reference is currently in reprinting).

The National Building Code. Current version.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Downloads

Climate Consultant. <http://www.energy-design-tools.aud.ucla.edu/climate-consultant/request-climate-consultant.php>

HEED Energy Software. <http://www.energy-design-tools.aud.ucla.edu/heed/>

Grading Scheme

Take Home Assignments – 6 @ 10%	60%
Final Drawing Set	40%
Total	100%

Evaluation Components

Take Home Assignment 1: Code and Review

Value: 10% of final grade

Due Date: See Course Schedule

Type: Written Report

Description: Brief analysis of studio project regarding building code and issues.

Take Home Assignment 2: Structure and Detailing

Value: 10% of final grade

Due Date: See Course Schedule

Type: Drawings.

Description: Students will prepare sketch proposals for the overall structure of the building and a key envelope detail.

Take Home Assignment 3: Energy Analysis

Value: 10%

Date: See Course Schedule

Type: Calculations

Description: Students will be required to prepare an energy analysis of their studio project.

Take Home Assignment 4: Comparative Sustainability Analysis

Value: 10% of final grade

Due Date: See Course Schedule

Type: Written Report

Description: Brief analysis of the studio project in terms of sustainable strategies.

Take Home Assignment 5: Emerging Building Systems

Value: 5% of final grade

Due Date: See Course Schedule

Type: Drawing

Description: Students will prepare a detailed sketch proposal for the structure of the project.

Take Home Assignment 6: Complex Systems

Value: 5% of final grade

Due Date: See Course Schedule

Type: Drawing

Description: Students will prepare revisions to the structure for the studio project.

Final Project

Value: 40%

Date: See Course Schedule

Type: Drawings

Description: Students will each prepare an outline contract drawing set for the related studio project to include: plans, sections, elevations, wall sections, key details, etc.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

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Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Participation

N/A

Experiential Learning

N/A

Recording of the Course

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D7. Detail Design:

Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling and/or full scale prototypes.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

ARCD 424.3 Contemporary Concerns in Architecture

Term 2

First Proposed Offering 2020

Delivery Format: Lecture, 3 hours per week

Location, time and date: TBD

Instructor: TBD

Course Description

This course considers recent developments in architectural thought and discourse. The current situation of architecture as a profession, practice and discipline is discussed. Emerging and disruptive ideas and concerns are brought into play.

Prerequisite

ARCD 414.3 Architectural Thought and Practice After the Second World War

Learning Outcomes

By the completion of this course, students will be expected to:

1. Discuss current issues in architectural discourse.
2. Critically analyze texts and architectural projects in relation to a variety of current positions in architecture.
3. Develop texts and architectural projects in response to and as further development of current thinking in architecture.

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ARCD 424.3 Contemporary Concerns in Architecture

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

What are the key current and emerging issues facing architecture today? In this course, students will come to grips with some of the more important of these issues and discuss them in their background, become familiar with the key literature, and begin to imagine how they will address these concerns in their academic and professional practices.

The course is focused on a significant number of focused readings that look to identify and

ARCD 424.3 Contemporary Concerns in Architecture

interrogate the changing context for architecture. Students will participate in discussions led by the instructor, conduct literature and other research into emerging issues, and complete a major collaborative project.

Class Schedule

Week	Topic	Readings	Assignment
1	Course introduction: The changing context for architecture	Ripley, C. (2012). Ceci Tuera Cela: Architectural Practice in the Age of Ubiquitous Software. In Costa, X. and Thorne, M., <i>Change, Architecture, Education, Practice</i> . ACSA international Conference, 2012, Barcelona. Washington, DC: ACSA Press, pp. 95-98. Fisher, T. (2010). Ethics for architects: 50 dilemmas of professional practice. New York: Princeton Architectural Press. Royal Institute of British Architects (2010). The future for architects - Building futures.	
2	A brief history of architectural theory	Speaks, M. (2006). Intelligence After Theory. <i>Perspecta: The Yale Architectural Journal</i> , no 38: <i>Architecture After All</i> , pp. 103-108. Kieran, S. and Timberlake, J. (2006). Future Worlds: Urgent Reflections on the Design of Practice. <i>Practices: A Journal of the Center for the Study of Practice</i> . No. 7/8, pp. 81-90	
3	Theories of the digital 1: digital design methods	Picon, A. (2010). <i>Digital Culture in Architecture</i> . Birkhäuser Architecture. Introduction, pp. 8-14. Spuybroek, L. (2009). The Architecture of Continuity. In Spuybroek, <i>The Architecture of Continuity</i> . NAI Publishers. Pp. 208-225 Burry, J., & Burry, M. (2010). <i>The New Mathematics of Architecture</i> . Thames & Hudson. Introduction, pp. 8-13. Garber, R. (March 01, 2009). Optimisation stories: The impact of building information modelling on contemporary design practice. <i>Architectural Design</i> , 79, 2, 6-13	
4	Theories of the digital 2: virtuality and ubiquity	McCullough, M. (2004). <i>Digital Ground: Architecture, Pervasive Computing, and Environmental Knowing</i> . The MIT Press. Ch. 8: Grounding Places, pp. 170-191. Mitchell, W. J. (2004). <i>Me++: The Cyborg Self and the Networked City</i> . The MIT Press. Chapter 10: Against Program, pp. 156-168.	Paper Proposal

ARCD 424.3 Contemporary Concerns in Architecture

		Branzi, A. (2006). The man without quantities. In Branzi, <i>Weak and diffuse modernity: The world of projects at the beginning of the 21st century</i> . Milan, Italy: Skira. Pp. 28-33	
5	Theories of the digital 3: responsive building systems	Negroponte, N. (1975). <i>Soft architecture machines</i> . Cambridge, Mass: The MIT Press. Part 4: Intelligent Environments. Pp. 123-151. Oosterhuis, K. (2011). <i>Towards a new kind of building: [a designer's guide for nonstandard architecture]</i> . Rotterdam: NAI Publ. Ch. 1: Tag that body, pp. 12-45. Ripley, C., Thün, G. & Velikov, K. (2012). Thick Air. <i>Journal of Architectural Education (JAE)</i> , Vol. 65, No. 2: 69-79.	
6	Material and constructional theories 1: new material development	DeLanda, M. (2009). Material Evolvability and Variability. In Spuybroek, L., <i>Research & Design: The Architecture of Variation</i> . Thames & Hudson. Pp. 11-17. Ferracina, M. and Myers, M. (2013). How to build a house: Fairy tales of a sustainable future. In Cormier, B., ed., <i>Volume 35: Everything under control</i> . pp. 124-131 Simmons, M. (2008). Material Collaborations. In Kolarevic, B., & Klinger, K., <i>Manufacturing Material Effects: Rethinking Design and Making in Architecture</i> . Routledge. pp. 261-288.	
7	Material and constructional theories 2: advanced manufacturing technologies	Iwamoto, L. (2009). <i>Digital Fabrications: Architectural and Material Techniques</i> . Princeton Architectural Press.	Short Paper
8	Material and constructional theories 3: invisible materialities	Addington, M. (2007). The phenomena of the non-visual. In Lally, S. and Young, J., eds., (2007), <i>Softspace: From a representation of form to a simulation of space</i> . Routledge. Pp. 38-51. Allen, S., & Agrest, D. (2000). <i>Practice: Architecture, Technique and Representation- Essays</i> . The Gordon and Breach Publishing Company. Ch. 2: Mapping the Unmappable: On notation. Pp. 30-45. Gissen, D. (2009). <i>Subnature: Architecture's Other Environments</i> . Princeton Architectural Press. Part 1: Atmospheres. Pp. 30-71 Sloterdijk, P. (2009). <i>Terror from the Air</i> . Semiotext(e). Ch. 1.	
9	Theories of the social 1: humanitarian	Architecture for Humanity. (2006). <i>Design like you give a damn: Architectural responses to humanitarian crises</i> .	

ARCD 424.3 Contemporary Concerns in Architecture

	architectures	New York, NY: Metropolis Books. Bell, B., ed. (2004). <i>Good Deeds, Good Design: Community Service Through Architecture</i> . New York: Princeton Architectural Press.	
10	Theories of the social 2: communities	Baird, G. (2009). The enduring presence of the phenomena of “the public”: Thoughts from the arena of architecture and urban design. In Kingwell, M., & Turmel, P., <i>Rites of Way: The Politics and Poetics of Public Space</i> . Wilfrid Laurier University Press. Pp. 55-61. Bratton, B. H. (July 01, 2009). iPhone city. <i>Architectural Design</i> , 79, 4, 90-97. Gehl, J. (2006). <i>Life Between Buildings: Using Public Space</i> . Island Press. Section 1: Life Between Buildings. Pp. 8-51. Harvey, D. (2012). <i>Rebel Cities: From the right to the city to the urban revolution</i> . Verso. Chapter 1: The right to the city, pp. 3-25.	
11	Theories of the social 3: emerging urbanisms	Belanger, P. (January 01, 2009). Landscape as Infrastructure. <i>Landscape Journal</i> , 28, 1, 79 Lerup, L. (December 01, 1994). Stim & Dross: Rethinking the Metropolis. <i>Assemblage</i> , 25, 82-101. Waldheim, C. (2006). Landscape as Urbanism. In Waldheim, ed., <i>The Landscape Urbanism Reader</i> . Princeton Architectural Press. pp. 35-53.	
12	Charrette: Mapping contemporary concerns	Thün, G., Velikov, K., Ripley, C., & McTavish, D. (2015). <i>Infra eco logi urbanism: A Project for The Great Lakes Megaregion</i> . Zürich: Park Books.	Collaborative Project
13	Endview: Where is architecture next?		Research Paper

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are

ARCD 424.3 Contemporary Concerns in Architecture

encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course culminates in a major research paper in lieu of a final exam.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Resources

Readings/Textbooks

Students are expected to purchase a course reader containing the following texts:

- Addington, M. (2007). The phenomena of the non-visual. In Lally, S. and Young, J., eds., (2007), *Softspace: From a representation of form to a simulation of space*. Routledge. Pp. 38-51.
- Allen, S., & Agrest, D. (2000). *Practice: Architecture, Technique and Representation- Essays*. The Gordon and Breach Publishing Company. Ch. 2: Mapping the Unmappable: On notation. Pp. 30-45.
- Baird, G. (2009). The enduring presence of the phenomena of “the public”: Thoughts from the arena of architecture and urban design. In Kingwell, M., & Turmel, P., *Rites of Way: The Politics and Poetics of Public Space*. Wilfrid Laurier University Press. Pp. 55-61.
- Belanger, P. (January 01, 2009). Landscape as Infrastructure. *Landscape Journal*, 28, 1, 79
- Branzi, A. (2006). The man without quantities. In Branzi, *Weak and diffuse modernity: The world of projects at the beginning of the 21st century*. Milan, Italy: Skira. Pp. 28-33
- Bratton, B. H. (July 01, 2009). iPhone city. *Architectural Design*, 79, 4, 90-97.
- Burry, J., & Burry, M. (2010). *The New Mathematics of Architecture*. Thames & Hudson. Introduction, pp. 8-13.
- DeLanda, M. (2009). Material Evolvability and Variability. In Spuybroek, L., *Research & Design: The Architecture of Variation*. Thames & Hudson. Pp. 11-17.
- Ferracina, M. and Myers, M. (2013). How to build a house: Fairy tales of a sustainable future. In Cormier, B., ed., *Volume 35: Everything under control*. pp. 124-131

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- Garber, R. (March 01, 2009). Optimisation stories: The impact of building information modelling on contemporary design practice. *Architectural Design*, 79, 2, 6-13.
- Gehl, J. (2006). *Life Between Buildings: Using Public Space*. Island Press. Section 1: Life Between Buildings. Pp. 8-51.
- Gissen, D. (2009). *Subnature: Architecture's Other Environments*. Princeton Architectural Press. Part 1: Atmospheres. Pp. 30-71
- Harvey, D. (2012). *Rebel Cities: From the right to the city to the urban revolution*. Verso. Chapter 1: The right to the city, pp. 3-25.
- Kieran, S. and Timberlake, J. (2006). Future Worlds: Urgent Reflections on the Design of Practice. *Practices: A Journal of the Center for the Study of Practice*. No. 7/8, pp. 81-90. Full text available at http://kierantimberlake.com/research/future_worlds_1.html#.
- Lerup, L. (December 01, 1994). Stim & Dross: Rethinking the Metropolis. *Assemblage*, 25, 82-101.
- McCullough, M. (2004). *Digital Ground: Architecture, Pervasive Computing, and Environmental Knowing*. The MIT Press. Ch. 8: Grounding Places, pp. 170-191.
- Mitchell, W. J. (2004). *Me++: The Cyborg Self and the Networked City*. The MIT Press. Chapter 10: Against Program, pp. 156-168.
- Negroponte, N. (1975). *Soft architecture machines*. Cambridge, Mass: The MIT Press. Part 4: Intelligent Environments. Pp. 123-151.
- Oosterhuis, K. (2011). *Towards a new kind of building: [a designer's guide for nonstandard architecture]*. Rotterdam: NAI Publ. Ch. 1: Tag that body, pp. 12-45.
- Picon, A. (2010). *Digital Culture in Architecture*. Birkhäuser Architecture. Introduction, pp. 8-14.
- Ripley, C. (2012). Ceci Tuera Cela: Architectural Practice in the Age of Ubiquitous Software. In Costa, X. and Thorne, M., *Change, Architecture, Education, Practice*. ACSA international Conference, 2012, Barcelona. Washington, DC: ACSA Press, pp. 95-98.
- Ripley, C., Thün, G. & Velikov, K. (2012). Thick Air. *Journal of Architectural Education (JAE)*, Vol. 65, No. 2: 69-79.
- Simmons, M. (2008). Material Collaborations. In Kolarevic, B., & Klinger, K., *Manufacturing Material Effects: Rethinking Design and Making in Architecture*. Routledge. pp. 261-288.
- Sloterdijk, P. (2009). *Terror from the Air*. Semiotext(e). Ch. 1.
- Speaks, M. (2006). Intelligence After Theory. *Perspecta: The Yale Architectural Journal*, no 38: *Architecture After All*, pp. 103-108.
- Spuybroek, L. (2009). The Architecture of Continuity. In Spuybroek, *The Architecture of Continuity*. NAI Publishers. Pp. 208-225
- Waldheim, C. (2006). Landscape as Urbanism. In Waldheim, ed., *The Landscape Urbanism Reader*. Princeton Architectural Press. pp. 35-53.

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Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Books

The following will be placed on library reserve:

Architecture for Humanity. (2006). *Design like you give a damn: Architectural responses to humanitarian crises*. New York, NY: Metropolis Books.

Bell, B., ed. (2004). *Good Deeds, Good Design: Community Service Through Architecture*. New York: Princeton Architectural Press.

Fisher, T. (2010). *Ethics for architects: 50 dilemmas of professional practice*. New York: Princeton Architectural Press. ISBN 9781568989464.

Iwamoto, L. (2009). *Digital Fabrications: Architectural and Material Techniques*. Princeton Architectural Press.

Thün, G., Velikov, K., Ripley, C., & McTavish, D. (2015). *Infra eco logi urbanism: A Project for The Great Lakes Megaregion*. Zürich: Park Books.

Electronic Resources

Links to the following readings will be made available through the BBLearn site:

Royal Institute of British Architects (2010). *The future for architects - Building futures*. Available at <http://www.buildingfutures.org.uk/projects/building-futures/the-future-for-architects/the-future-for-architects-report/>.

Kieran, S. and Timberlake, J. (2006). *Future Worlds: Urgent Reflections on the Design of Practice*. *Practices: A Journal of the Center for the Study of Practice*. No. 7/8, pp. 81-90. Full text available at http://kierantimberlake.com/research/future_worlds_1.html#.

Grading Scheme

Proposal	15%
Short Paper	30%
Research Paper	40%
Mapping Charrette	15%
Total	100%

Evaluation Components

Short Paper

Value: 30% of final grade

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Due Date: See Course Schedule

Type: Case study

Description: Students will produce a case study about one architectural practice that is currently engaging in one of the emerging issues discussed in the course.

Collaborative Mapping Charrette

Value: 15% of final grade

Date: See Course Schedule

Type: Group charrette

Description: Over the course of a day, the class will produce a “concept mapping” of the current state of the field in architecture.

Research Paper

Value: proposal: 15% of course grade
final submission: 40% of final grade

Date: See Course Schedule

Type: 2500 to 3000 word illustrated essay, or equivalent

Description: Students will develop a research paper that documents in detail one specific area of emerging concern for architecture, focusing on its impact on architecture as a discipline, profession and industry.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who are not able to attend the Mapping Charrette will be provided with an alternative (written) assignment.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived

ARCD 424.3 Contemporary Concerns in Architecture

by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

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Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

E3. Architectural History and Theory

Understanding of the history of architecture, landscape, and urban design; the conceptual and theoretical frameworks that have shaped these disciplines; and the relevant precedents and cultural, political, ecological, and technological factors that have influenced their development.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

ARCD 425.3 Design and Community

Delivery Format: Lecture, 3 hours per week

Date, time and location: TBD

Instructor: TBD

Course Description

This course examines the role of design within human communities. The role that architecture and related design disciplines have to play in ensuring quality in the built environment is stressed. Types of communities are evaluated, both within Saskatchewan and worldwide, and techniques for advocacy are developed.

Prerequisites

None

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand how communities are formed and basic structural attributes of communities.
2. Understand the types of communities and the factors that effect their development.
3. Understand the role of design in community development, and the role of the architect as an advocate for communities.
4. Recognize the ways in which processes and techniques of collaboration and consultation, discussed in depth in previous courses, can be put to use in the assistance of communities.
5. Demonstrate an awareness of the diverse nature of Saskatchewan communities, including Indigenous communities, and the pressures such communities face.
6. Demonstrate an awareness of the pressures being faced by communities today, in Canada and internationally.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

ARCD 425.3 Design and Community

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

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

Failure <50 An unacceptable performance

Course Overview

Architecture is never made alone. A building is the product of many collaborations among numerous individuals, including the architect or architects, her staff – technical, design, and administrative – the client (which may already be a collaboration), technical consultants, the bank, city officials, neighbourhood stakeholders, contractors, construction workers, material suppliers.... The list is, really, endless.

We have all worked with other people many times in our lives. As humans, this comes naturally to us: it is part of our social character. In this course, however, we will begin to understand how

ARCD 425.3 Design and Community

to professionalize these collaborations. We will learn about the theory of collaboration, as well as clear methods of how to go about collaborating with various groups. Collaboration with peers, in groups and in teams, leadership principles, methods of consultation and working with large groups – such as in the format of a community consultation – will be examined. In the end architects have to be expert collaborators. It's key to our profession.

Class Schedule

Week	Topic	Readings	Assignment
1	Course Introduction: What is a community?	Gehl, J., & Rogers, L. R. (2013). <i>Cities for People</i> . Washington DC: Island Press. Introduction.	
2	Community forms in Saskatchewan		In-class exercise
3	The Development of the City	Kotkin, J. (2005). <i>The city: A global history</i> . New York: Modern Library.	
4	Community advocacy – A Case Study The work of Jane Jacobs	Jacobs, J. (2011). <i>The death and life of great American cities</i> . New York: Vintage Books, A division of Random House, Inc.	
5	Physical Communities Part I: Sense and Scale	Gehl, J., & Rogers, L. R. (2013), Chapter 2.	
6	Physical Communities Part II: Healthy Cities	Gehl, J., & Rogers, L. R. (2013), Chapter 3.	
7	Physical Communities Part III: Being in the city: the city at eye level.	Gehl, J., & Rogers, L. R. (2013), Chapter 4.	
8	Physical Communities Part IV: Space between buildings	Gehl, J., & Rogers, L. R. (2013), Chapter 5.	
9	Beyond the physical I: Multiculturalism, diasporas, and virtual communities in contemporary cities		In-class exercise
10	Beyond the physical II: Economic and political pressures on Canadian cities		
11	Case Study Workshop: Saskatoon	Saskatoon (2013). <i>City of Saskatoon Strategic Plan 2013-23</i> . Available at https://www.saskatoon.ca/sites/default/files/documents/city-manager/city-managers-reports/2013-2023_strategic_plan.pdf	

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12	Pressures, concerns and opportunities facing Indigenous communities in the 21 st century	<i>Guest Speaker</i>	Case Studies Due
13	Emerging urban issues in the 21st century		
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure.

Required Activities Outside of Class Time

If possible, we will organize a visit to community consultation session.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Gehl, J., & Rogers, L. R. (2013). *Cities for People*. Washington DC: Island Press.

Kotkin, J. (2005). *The city: A global history*. New York: Modern Library.

In addition, the following is highly recommended:

Jacobs, J. (2011). *The death and life of great American cities*. New York: Vintage Books, A division of Random House, Inc.

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Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Electronic Resources

Saskatoon (2013). City of Saskatoon Strategic Plan 2013-23. Available at

https://www.saskatoon.ca/sites/default/files/documents/city-manager/city-managers-reports/2013-2023_strategic_plan.pdf

Grading Scheme

In-class exercises (2)	20%
Case Study	40%
Final Exam	40%
Total	100%

Evaluation Components

Assignment 1: In-class exercises

Value: 20% of final grade

Due Date: See Course Schedule

Type: In-class exercises – two in total

Description: Students will take part in brief written or drawn exercises reflecting on issues raised in class discussions.

Assignment 2: Case Study

Value: 40% of final grade

Due Date: See Course Schedule

Type: Critical review

Description: Students will produce a critical review of an aspect of the built environment (physical community) in Saskatoon or a surrounding community. The condition will be analyzed in relation to both its physical and non-physical situation and in relation to at least one relevant project from outside of Canada. Students will be expected to produce a full set of both written and drawn analysis.

Final Exam

Value: 40% of final grade

Date: See Course Schedule

Length: 3 hours

Type: Invigilated, open book.

Description: Students will be asked a variety of multiple choice and short answer questions. Students may be required to provide graphic (sketched) responses to some questions.

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Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Experiential Learning

The Collaborative Exercise is a clear example of experiential learning. The work of students in this exercise will be evaluated in part by their peers.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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ARCD 425.3 Design and Community

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D5. Urban Design Context:

Ability to analyze the larger urban context within which architecture is situated, its developmental patterning and spatial morphologies, and infrastructural, environmental and ecological systems, and to understand the regulatory instruments (planning and zoning acts and bylaws) that govern this context, the broader implications of architectural design decisions on the evolution of cities, and the impact of urbanism on design.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

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F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 811.6

3.2 Title of course: Studio in Architectural Research

3.3 Total Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 156 (Studio)

3.4 Weekly Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 12 (Studio)

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

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):

In this studio course, students will develop an approach to architectural design based in research. Students will be confronted with design problems that will require the implementation of research strategies and to examine the conditions architectural practice, including their own practices and beliefs, in the design of several architectural projects.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

ARCD 821.6 Comprehensive Design Studio

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure. The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

This course will require studio space for all students, as identified in the Program Proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 811.6 Studio in Architectural Research

Term 1

First Proposed Offering 2020

Delivery Format: Lecture, 6 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

In this studio course, students will develop an approach to architectural design based in research. Students will be confronted with design problems that will require the implementation of research strategies and to examine the conditions architectural practice, including their own practices and beliefs, in the design of several architectural projects.

Prerequisite

None

Learning Outcomes

By the completion of this course, students will be expected to:

1. Identify the primary issues involved in carrying out design work within a specific area of concern identified by the program and chosen by the student, including issues of environmental and socio-political context.
2. Understand critically the role of design research in elucidating these primary issues.
3. Apply architectural and design research methods to questions encountered during the design process.
4. Apply a high level of competency in the tools and methods of design, including new and emerging tools, to a clearly articulated and intentional design process leading towards the design of buildings in their sites and within their environmental and social contexts.
5. Produce documentation as required to communicate design intent and present the design to critical and community groups.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

ARCD 811.6 Studio in Architectural Research

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

ARCD 811.6 Studio in Architectural Research

Course Overview

The Studio in Architectural Research, the first studio in the Master of Architecture sequence, provides an introduction to design research methodologies and their application to architecture. Each of the three sections of studio will investigate the design problems through a different lens tuned to specific issues within current architectural practice: Design for Extreme Climates; Community Centred Design; or Advanced Construction Technologies; students will choose one of the three sections for their work. Within these specializations are shared historical, technical, and professional courses that provide opportunities for intellectual consistency and cross fertilization among the program.

To begin, research and analysis of architectural practices are conducted to determine an array of critical positions among contemporary discourses within (but not limited to) the chosen research concentration. The initial venture into a specific territory of research possibilities arises out of the allocation of these practices into a range of alliances and agonisms. The refinement of the students' initial positions through similarity and difference within and among the discourses commences the process of design research.

The design research media of the studio is conducted through a series of quick probes – a small structure, an interior, a detail, and a housing project of small scale. The variety of type and scale of these probes provides dexterity and encourages intellectual agility. This leads to the process, rather than the product, of design research becoming the focus of the research studio.

Class Schedule

Week	Module	Readings Discussions and Activities	Deadlines
1	Course Introduction Project 1: Small structure	Readings will be provided by individual instructors for their sections.	
2	Project 1: Small structure	Work in studio. Desk crits and small group discussions.	
3	Project 1: Small structure	Review and Discussion: Project 1	Project 1 Due
4	Project 2: An interior	Work in studio. Desk crits and small group discussions.	
5	Project 2: An interior	Work in studio. Desk crits and small group discussions.	
6	Project 2: An interior	Review and Discussion: Project 2	Project 2 Due
7	Project 3: A detail	Work in studio. Desk crits and small group discussions.	
8	Project 3: A detail	Work in studio. Desk crits and small group discussions.	Symposium I

ARCD 811.6 Studio in Architectural Research

9	Project 3: A detail	Review and Discussion: Project 3	Project 3 Due
10	Project 4: Housing	Work in studio. Desk crits and small group discussions.	
11	Project 4: Housing	Work in studio. Desk crits and small group discussions.	
12	Project 4: Housing	Work in studio. Desk crits and small group discussions.	
13	Project 4: Housing	Work in studio. Desk crits and small group discussions.	Project 4 Due
	Final Reviews	Final reviews will be held in lieu of a final exam, during the exam period.	Portfolio Due

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure. The instructor will be a member of the Graduate Faculty.

ARCD 811.6 Studio in Architectural Research

Required Activities Outside of Class Time

The student-organized symposia will take place outside of class time.

Required Resources

Readings/Textbooks

There are no required texts for this studio. As graduate students, students will be expected to find their own sources.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Electronic Resources

Section instructors will post readings and other materials to the BBLearn site as appropriate.

Grading Scheme

Project 1: Small Structure	20%
Project 2: An Interior	20%
Project 3: A Detail	15%
Project 4: Housing Project	35%
Portfolio	10%
Total	100%

Evaluation Components

Assignment 1: Small Structure

Value: 20% of final grade

Due Date: See Course Schedule

Type: Design Project

Description: Students will produce designs for a small structure, such as a park pavilion. Design positions and the resulting research will vary depending on the area of concentration of the section. For example, students studying Extreme Climate Design are likely to pay attention to environmental conditions and how those can be mediated; students studying Community-Centred Design may focus on community need, accessibility, or consultation; and those studying Advanced Manufacturing may study the ways in which the mobilization of such technologies could inform formal and material decisions.

ARCD 811.6 Studio in Architectural Research

Assignment 2: An Interior

Value: 20% of final grade

Date: See Course Schedule

Type: Design Project

Description: Each section will now put their knowledge and research methodologies to work to consider the design of an interior space. The programmatic nature of the space may vary from section to section.

Project 3: A Detail

Value: 15% of final grade

Date: See Course Schedule

Type: Design Project

Description: One detail taken from either the Small Structure or the Interior project is developed to a higher level of resolution and performance.

Project 4: Housing Project

Value: 35% of final grade

Date: See Course Schedule

Type: Design Project

Description: Students carry their design research methods into the design of a multi-family housing project.

Portfolio

Value: 10% of final grade

Date: Due at final review

Type: Portfolio of work of the term

Description: Students will compile their work of the term into a portfolio that reflects on their learning.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

ARCD 811.6 Studio in Architectural Research

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

ARCD 811.6 Studio in Architectural Research

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at:

[\(http://artsandscience.usask.ca/undergraduate/advising/\)](http://artsandscience.usask.ca/undergraduate/advising/)

ARCD 811.6 Studio in Architectural Research

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

A2. Elective Courses:

Opportunities for students to develop particular areas of expertise or to study topics of personal interest within the discipline of architecture.

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D2. Design Skills:

Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components

D3. Design Tools:

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

ARCD 811.6 Studio in Architectural Research

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 812.3

3.2 Title of course: Structures II

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

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

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):

Case studies are used to examine the successful conceptual development, structural design, and construction processes of architectural projects, with a particular focus on selecting and designing with structural steel, reinforced concrete and timber systems. Topics are studied using calculations, design aids, rules of thumb and the latest CSA design standards.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

ARCD 822.3 Integrated Systems

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor should be a licensed professional engineer in Saskatchewan and be suitable to teach non-engineers (minimum ten years) preferably with experience in a consulting practice. The instructor will be a member of the graduate faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 812.3 Structures II

Term 1

First Proposed Offering 2020

Format: Lecture, 3 hours per week

Date and time: TBD

Instructor:

Course Description

Case studies are used to examine the successful conceptual development, structural design, and construction processes of architectural projects, with a particular focus on selecting and designing with structural steel, reinforced concrete and timber systems. Topics are studied using calculations, design aids, rules of thumb and the latest CSA design standards.

Prerequisites

None

Learning Outcomes

By the completion of this course, students will be expected to:

1. Be able to apply the principles of structural behaviour in withstanding gravitational, seismic, and lateral forces
2. Consider the effects of building systems, such as structural and environmental, as well as their integration on the form and materiality of a building
3. Make appropriate preliminary selections of structural systems in relation to design intentions for a building
4. Understand load paths
5. Be able to make use of the Steel, Concrete and Timber Design Manuals to assist in preliminary member sizing and spacing
6. Understand the impact of wind and seismic issues on structural design and stability
7. Be able to have an intelligent conversation with a consulting engineer.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the

learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Course Overview

This course will greatly expand upon the structural information introduced in Structures I and the Building Technology Courses. The use of case studies will focus the discussions on real world examples in order to better understand the general sizing and detailing of structural systems of varying sizes, spans and building functions. Suitability of systems will be addressed including limitations, constraints and possibilities. Students should be able to carry out system selection and preliminary member sizing and spacing. The focus is not for architects to be able to do their own structural sizing but rather work effectively on projects with consulting engineers in a collaborative sense for the best decisions and outcomes.

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;

Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;

Course Schedule

Week	Topic	Readings	Assignment
1	Advanced Loads / Loading in More Complex Buildings	Salvadori, Oakley and Heller. Structure in Architecture: The Building of Buildings (4 th Edition), Pearson, 2016. Part I: Fundamental Concepts, Chapters 1 through 5	
2	Structural system selection based on building design and use.	Salvadori: Part II: Structural Forms, Chapters 7 and 8	
3	Steel Structural Systems, (members, sizes, spans, column bay spacing, method for achieving stability) (Part 1)	Salvadori: Part II: Chapters 6, 9	
4	Steel Structural Systems, (members, sizes, spans, column bay spacing, method for achieving stability) (Part 2)	Boake, Terri Meyer. Understanding Steel Design: An Architectural Design Manual. Birkhauser, 2012. Chapters 1 through 5	Quiz 1
5	Steel Structural Systems, (members, sizes, spans, column bay spacing, method for achieving stability) (Part 3)	CISC Handbook	
6	Concrete Structural Systems, (members, sizes, spans, column bay spacing, method for achieving stability) (Part 1 – reinforced, monolithic, thin shells)	Salvadori: Part III: Chapters 7, 10, 12 Concrete Handbook	Quiz 2
7	Concrete Structural Systems, (members, sizes, spans, column bay spacing, method for achieving stability)	Salvadori: Part III: Chapters 7, 10, 12 Concrete Handbook	

	stability) (Part 2 – Precast and Prestressed)	Precast Concrete Design Manual	
8	Heavy Timber and Cross Laminated Timber, (members, sizes, spans, column bay spacing, method for achieving stability) (Part 1)	Timber Manual, selected readings	
9	Heavy Timber and Cross Laminated Timber, (members, sizes, spans, column bay spacing, method for achieving stability) (Part 2)	Timber Manual, selected readings (CLT is very new so expect new materials to be added)	
10	Seismic, Wind Design and Bracing Systems	Salvadori: Part III: Chapter 13, Structural Failures	Quiz 3
11	Tall Building Design	Boake: Chapter 13 Online resources, CTBUH	
12	Architecturally Exposed Systems (impact on architectural design and detailing); long spans, cantilevers, non-orthogonal geometries, innovative systems	Salvadori: Part III: Chapter 14, Structural Aesthetics Boake: Chapters 5 and 6	
13	Case study presentations / Wrap Up (making buildings constructable, the impact of our structural selections on buildability, cost and safety)		Presentations
	Final Exam		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

The final exam will be two hours in length and will be comprised of a number of short-answer questions that will require synthesis of the course material.

Instructor Information

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor should be a licensed professional engineer in Saskatchewan and be suitable to teach non-engineers (minimum ten years) preferably with experience in a consulting practice. The instructor will be a member of the graduate faculty.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Salvadori, Oakley and Heller. Structure in Architecture: The Building of Buildings (4th Edition), Pearson, 2016.

Boake, Terri Meyer. Understanding Steel Design: An Architectural Design Manual. Birkhauser, 2012.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources

Steel Detailing: <http://www.tboake.com/SSEF1/index.shtml>

Students will need access to the following:

- CISC Steel Design Manual.
- Concrete Design Manual.
- Timber Design Manual.
- Precast Concrete Design Manual.
- Other industry material as required.

Grading Scheme

In class exercises/quizzes	30%
Case Study Essay/Presentation	30%
Class Participation	10%
Final Exam	30%

Total	100%
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Evaluation Components

Quiz 1: Structural Steel Design

Value: 5% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Students will show that they can do member selections from the CISC Handbook and address systems selection appropriateness for building types

Quiz 2: Reinforced Concrete Design

Value: 5% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Students will show that they can address systems selection appropriateness for building types and understand the placement of tension reinforcing

Quiz 3: Timber Design

Value: 5% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Length: 30 minutes

Description: Students will show that they can make an approximate design of a heavy timber system including connection detailing

Participation

Value: 10% of final grade

There will be a series of in class quizzes to test on the three main structural systems as the term progresses. These will involve a discussion session as the quizzes are taken up in class which will feed into the class participation grade.

Project: Case Study Essay and Presentation

Value: 30% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving

Description: The Case Study Presentations and Essay will be a major focus of the work of the term. These will be done in groups of 3 to 4 students as is best suited by the class size. It will be required that all students speak as part of the presentation graded component. The essay will be illustrated and of approximately 2,000 words. The Powerpoint presentations should be 10 minutes in length and include detailed analysis drawings of the structural system, load paths, critical connection details. A list of important contemporary buildings will be provided for selection.

Final Exam

Value: 30% of final grade

Due Date: See Course Schedule

Type: Short answer and problem solving and sketch design

Length: 2 hours

Description: The final exam will focus on overall systems selection and include some short design problems that ask students to make systems selection and approximate sizing. Compare and contrast pros and cons of systems for building types.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Participation

Participation grade as per above details.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

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College Supports

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Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

F2. Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 814.3

3.2 Title of course: Research Practices in Architecture

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

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

3.6 Prerequisite: None - Corequisite: 811.6 Studio in Architectural Research

3.7 Calendar description (not more than 50 words):

The various methods and practices of research in architecture are investigated, including archival research, experimental research and design research. Students will be expected to make use of the tools of architectural practice as research methodologies.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This course culminates in a design|research project in lieu of a final exam.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure. The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

This course will require studio space for all students, as identified in the Program Proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 814.3 Research Practices in Architecture

Term 1

First Proposed Offering 2020

Delivery Format: Lecture, 3 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

The various methods and practices of research in architecture are investigated, including archival research, experimental research and design research. Students will be expected to make use of the tools of architectural practice as research methodologies.

Corequisite

811.6 Studio in Architectural Research

Learning Outcomes

By the completion of this course, students will be expected to:

1. Conduct research of various types in relation to issues encountered within architectural design practice
2. Critically review the current state of architectural research
3. Use the techniques of architectural practice as research methodologies on subjects and questions in a number of fields
4. Construct an effective research question and design a process and methodology to respond to that question
5. Conduct research to respond to questions at the leading edge of the architectural discipline

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

ARCD 814.3 Research Practices in Architecture

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

ARCD 814.3 Research Practices in Architecture

Course Overview

In this course, students will gain an understanding of the typical research techniques used in architectural practice. In addition to surveying the modes of research particular to architecture and how they can be applied to particular projects, we will attempt to understand the goals of architectural research.

Traditionally, architectural research has been understood as the types of research done by architects in preparation for a building project. In this course we will move beyond that definition to examine forms of research that seek to move the discipline and practice of architecture forward. As one could imagine, such research can take many forms and be broad in its approach, even regularly transgressing disciplinary boundaries – becoming inter- multi- cross- or trans-disciplinary in its practices. Students will carry out a case study of a design | research practice and a design | research project (illustrated essay) on a topic related to their interests. In addition, each research group (organized by studio section) will produce a public symposium on selected research issues related to their area of concern.

Class Schedule

Week	Topic	Readings	Assignment
1	Course introduction: What is architectural research?	Wang, D., & Groat, L. N. (2013). <i>Architectural research methods</i> . Hoboken NJ: Wiley. ch. 1. Dodds, G. and J. Erdman, eds. (2007). <i>Architectural Design as Research, Scholarship and Inquiry: Journal of Architectural Education</i> , Vol. 61 No. 1. Washington, D.C.: ACSA., Introduction. Echinique, M., Short, A., and Steemers, K. (2005). What is Architectural Research? <i>Architectural Research Quarterly</i> Vol , No 1, pp. 13-16.	
2	Asking good questions: Successfully framing research inquiry	Hinson, P., Design as Research. In Dodds and Erdman.	
3	Understanding the state of research: The literature review,	Wang and Groat, ch. 3, 11, 12.	

ARCD 814.3 Research Practices in Architecture

	precedents and case studies		
4	What do we mean by data?	Wang and Groat, ch. 8.	Case Study
5	Pre-design: developing a research-based program	Dodds and Erdman, pp 7-31. Manzini, E.(2007). Design Research for Sustainable Social Innovation. In Design research now. (2007). Basel: Birkhauser Va.	
6	Research tools: Surveys, consultations and focus groups	Alreck, P. L., & Settle, R. B. (2004). The survey research handbook. Boston (Mass.: McGraw-Hill/Irwin	
7	Site and context: data collection for a building project	LaGro, J. A. (2013). Site analysis: Informing context-sensitive and sustainable site planning and design. Hoboken: Wiley.	
8	Design as a research methodology	<i>Design Research Now</i> , pp. 25-98.	Symposium I
9	Post-Occupancy and forensic evaluation	HEFCE (2006). Guide to post-occupancy evaluation.	Symposium II
10	Visualizing data	Tufte, E. R. (1983). The visual display of quantitative information. Cheshire, Conn. (Box 430, Cheshire 06410: Graphics Press.	Symposium III
11	Interpretive methods	Wang and Groat, ch. 6, 7.	
12	Experimentation, testing and simulation	Wang and Groat, ch. 9, 10.	
13	Conclusion: The uses abuses of research	McClure, U. (2007). The good, the bad and the ugly. In Dodds and Erdman.	Design-Research project

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are

ARCD 814.3 Research Practices in Architecture

encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has a major research project in lieu of a final examination.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure. The instructor will be a member of the Graduate Faculty.

Required Activities Outside of Class Time

The student-organized symposia will take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Alreck, P. L., & Settle, R. B. (2004). *The survey research handbook*. Boston (Mass.: McGraw-Hill/Irwin.

Design research now. (2007). Basel: Birkhauser Va.

LaGro, J. A. (2013). *Site analysis: Informing context-sensitive and sustainable site planning and design*. Hoboken: Wiley.

Wang, D., & Groat, L. N. (2013). *Architectural research methods*. Hoboken NJ: Wiley.

Recommended:

Tufte, E. R. (1983). *The visual display of quantitative information*. Cheshire, Conn. (Box 430, Cheshire 06410: Graphics Press.

ARCD 814.3 Research Practices in Architecture

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Electronic Resources

Links to the following readings will be made available through the BBLearn site:

HEFCE (2006). Guide to post-occupancy evaluation. Available at

<http://www.smg.ac.uk/documents/POEBrochureFinal06.pdf>

Dodds, G. and J. Erdman, eds. (2007). Architectural Design as Research, Scholarship and Inquiry: Journal of Architectural Education, Vol. 61 No. 1. Washington, D.C.: ACSA.

Echinique, M., Short, A., and Steemers, K. (2005). What is Architectural Research? Architectural Research Quarterly Vol , No 1, pp. 13-16.

http://journals2.scholarsportal.info/details.xqy?uri=/13591355/v09i0001/13_arqawado.xml

Grading Scheme

Case Study	30%
Symposium (group)	30%
Design-research project	40%
Total	100%

Evaluation Components

Assignment 1: Case Study

Value: 30% of final grade

Due Date: See Course Schedule

Type: Case study

Description: Students will produce a case study of an established design-research practice. The work will include 1500-2000 words of text describing and critically evaluating the work of the practice, its objectives and its structure, in the form of a poster presentation.

Assignment 2: Symposium

Value: 30% of final grade (including 10% peer-evaluation)

Date: See Course Schedule

Type: Symposium (group project)

Description: Each studio section will develop and produce a research symposium based on the issues that are being considered in their particular area of concern. The symposia will be held outside of class time, either at noon or in the evenings, and open to the University and the

ARCD 814.3 Research Practices in Architecture

general public.

Design-research project

Value: 40% of final grade

Date: See Course Schedule

Type: 2500 to 3000 word illustrated essay, or equivalent

Description: Students will undertake a design response to a research question chosen from their area of concern.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

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Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

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ARCD 814.3 Research Practices in Architecture

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ARCD 814.3 Research Practices in Architecture

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

G1. Design Research

Ability to apply research and investigative methods in the design process.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem

ARCD 814.3 Research Practices in Architecture

identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 815.3

3.2 Title of course: Professional Practice in Architecture

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

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

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):

This course examines the current and evolving role of the professional architect within society and within the construction industry. The legal and regulatory framework for architectural practice in Canada is discussed, as are the ethical responsibilities of architects, and the role of the architect as advocate for the built environment.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

ARCD 825.3 Architectural Project Management

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This course culminates in a major research paper in lieu of a final exam.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor will be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 815.3 Professional Practice in Architecture

Term 1

First Proposed Offering: 2020

Delivery Format: Lecture, 3 hours per week

Location and time TBD

Instructor TBD

Course Description

This course examines the current and evolving role of the professional architect within society and within the construction industry. The legal and regulatory framework for architectural practice in Canada is discussed, as are the ethical responsibilities of architects, and the role of the architect as advocate for the built environment.

Prerequisites

none

Learning Outcomes

By the completion of this course, students will be expected to:

1. Describe the role of the architectural profession as stewards and advocates for the built environment, and in relation to clients, society and the world
2. Describe the regulatory framework for architectural practice in Canada, including the various paths to architectural licensure and the institutional organization of the profession
3. Describe the ethical and legal responsibilities of the professional architect, and act in accordance with these responsibilities
4. Describe, in brief, the history of the architectural profession, and understand the forces that are changing the role of the architect
5. Anticipate the specific needs and possibilities for the architectural profession in relation to the Province of Saskatchewan.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter

ARCD 815.3 Professional Practice in Architecture

can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;

ARCD 815.3 Professional Practice in Architecture

- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

Course Overview

This course looks in more detail at what it means to be a professional architect in Canada and abroad. How are architects regulated in Canada? What are their expected ethical and leadership roles? Their legal responsibilities?

We will also examine the ways in which the profession is changing, what other roles architects might take on besides that of building designer. How is globalization changing architectural practice? Conversely, how do the specific contexts of Saskatchewan inflect the roles that an architect may take on?

The course is organized in a workshop fashion around weekly topics. Students will be responsible for coming to the sessions prepared for discussion with their peers, in large or small groups. Students will be expected to prepare a research paper on one significant aspect of the future of architectural practice and to complete a group assignment.

Class Schedule

Week	Topic	Readings	Assignment
1	A brief history of the architectural profession	Royal Architectural Institute of Canada. (2009). <i>Canadian handbook of practice for architects</i> . Ottawa: Royal Architectural Institute of Canada, 1.1.1	
2	The organization of the architectural profession in Canada: regulatory structure	RAIC, 1.1.5, 1.1.6 Saskatchewan., & Saskatchewan Association of Architects. (1983). <i>Chapter A-25: An act respecting the Saskatchewan Association of Architects</i> . Saskatchewan: The Association.	
3	Leadership roles of architects	RAIC 1.1.2	
4	The legal responsibilities of an architect	RAIC 1.1.4	
5	Professional ethics	RAIC 1.1.3	Short Essay

ARCD 815.3 Professional Practice in Architecture

		Fisher, T. (2010). Ethics for architects: 50 dilemmas of professional practice. New York: Princeton Architectural Press.	
6	Contemporary ethical issues	Spector, T. (2001). <i>The Ethical Architect: The Dilemma of Contemporary Practice</i> . Princeton Architectural Press. Chapter 3: Utilitas, pp. 64-88	
7	Issues facing architects in the Saskatchewan context	N/A	Group presentations
8	Current issues facing the profession in Canada: demographic trends	N/A	Group presentations
9	The internationalization of architectural practice	N/A	Group presentations
10	The Architect in other roles	N/A	Group presentations
11	Future practice 1: economic shifts	Royal Institute of British Architects (2010). The future for architects - Building futures.	
12	Future practice 2: technological shifts	Ripley, C. (2012). Ceci Tuera Cela: Architectural Practice in the Age of Ubiquitous Software. In Costa, X. and Thorne, M., <i>Change, Architecture, Education, Practice</i> . ACSA international Conference, 2012, Barcelona. Washington, DC: ACSA Press, pp. 95-98.	
13	Future practice 3: social and political shifts	Hyde, R. (2013). Future practice: Conversations from the edge of architecture. New York.: Routledge.	Research Paper

ARCD 815.3 Professional Practice in Architecture

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has no final examination.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Waldrep, L. W. (2006). *Becoming an architect: A guide to careers in design*. Hoboken, N.J: J. Wiley & Sons
Royal Architectural Institute of Canada. (2009). *Canadian handbook of practice for architects*. Ottawa:
Royal Architectural Institute of Canada. **Note: this book is required for several courses in this program.**

Fisher, T. (2010). *Ethics for architects: 50 dilemmas of professional practice*. New York: Princeton Architectural Press. ISBN 9781568989464.

ARCD 815.3 Professional Practice in Architecture

Spector, T. (2001). *The Ethical Architect: The Dilemma of Contemporary Practice*. Princeton Architectural Press. Chapter 3: Utilitas, pp. 64-88. ISBN 1568982852.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Library Reserves:

Hyde, R. (2013). *Future practice: Conversations from the edge of architecture*. New York.: Routledge.

Electronic Resources

The following readings will be made available through the BBLearn site:

Ripley, C. (2012). Ceci Tuera Cela: Architectural Practice in the Age of Ubiquitous Software. In Costa, X. and Thorne, M., *Change, Architecture, Education, Practice*. ACSA international Conference, 2012, Barcelona. Washington, DC: ACSA Press, pp. 95-98. ISBN 978-0- 935502-83-1. Available in full text at www.acsa-arch.org.

Royal Institute of British Architects (2010). *The future for architects - Building futures*. Available at <http://www.buildingfutures.org.uk/projects/building-futures/the-future-for-architects/the-future-for-architects-report/>.

Saskatchewan., & Saskatchewan Association of Architects. (1983). *Chapter A-25: An act respecting the Saskatchewan Association of Architects*. Saskatchewan: The Association.

ARCD 815.3 Professional Practice in Architecture

Grading Scheme

Class presentation (group)	25%
Advocacy (peer-assessment)	15%
Short Essay	20%
Research paper	40%
Total	100%

Evaluation Components

Assignment 1: Class presentation

Value: 25% of final grade

Due Date: See Course Schedule

Type: Group research presentation

Description: Working in small groups, students will undertake research about an emerging aspect of the architectural profession. Each group will be responsible for finding suitable qualitative and quantitative data in relation to their area of research, presenting this in comprehensible form to their classmates, and leading a discussion or workshop on the issue.

Peer-evaluation

Value: 15% of final grade

Date: See Course Schedule

Type: Peer evaluation

Description: Students will be evaluated by their peers on their performance during the Class Presentation. Note that the design of the peer evaluation process is part of the Class Presentation.

Assignment 2: Short Essay

Value: 20% of final grade

Due Date: See Course Schedule

Type: 1000 to 1500 word essay

Description: Students will prepare a position statement regarding an aspect of architectural ethics.

Research Paper

Value: 40% of final grade

Date: See Course Schedule

ARCD 815.3 Professional Practice in Architecture

Type: 2500 to 3000 word illustrated essay

Description: Students will prepare an essay discussing an issue of relevance to the future of architecture as a profession and as a discipline, assembling literature and data analysis in the service of a clear position.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. A student who misses the class presentation due to illness or other documented emergency will be assigned an alternative written exercise.

Attendance Expectations

Attendance at all lectures is expected, although attendance will not be taken.

Participation

Participation will be evaluated using a peer-evaluation method, as listed above.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

ARCD 815.3 Professional Practice in Architecture

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

ARCD 815.3 Professional Practice in Architecture

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

B1. Global Perspectives, Environmental Stewardship and Community Engagement

The ability to respond to the diversity of global cultures and perspectives, positively impact society through civic and community engagement, and contribute to the stewardship of the environment.

C1. The Architectural Profession

An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.

C2. Ethical and Legal Responsibilities

An understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; and the role of advocacy in relation to environmental, social, and cultural issues.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 821.6

3.2 Title of course: Comprehensive Design Studio

3.3 Total Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 156 (Studio)

3.4 Weekly Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 12 (Studio)

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

3.6 Prerequisite: ARCD 811.6 Studio in Architectural Research

3.7 Calendar description (not more than 50 words):

In this studio students will apply their knowledge of various areas of the curriculum to the design of a building that integrates a clearly articulated architectural idea with technical and cultural dependent systems into a coherent building. While all students will complete this primary task, each section will take a different focus.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor will have a graduate degree in architecture and significant experience in architectural practice. The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

This course will require studio space for all students, as identified in the Program Proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 821.6 Comprehensive Design Studio

Term 1

First Proposed Offering 2021

Delivery Format: Lecture, 6 hours per week

Location and Date: TBD

Instructor: TBD

Course Description

In this studio students will apply their knowledge of various areas of the curriculum to the design of a building that integrates a clearly articulated architectural idea with technical and cultural dependent systems into a coherent building. While all students will complete this primary task, each section will take a different focus.

Prerequisite

ARCD 811.6 Studio in Architectural Research

Co-requisite

ARCD 822.3 Integrated Systems

Learning Outcomes

By the completion of this course, students will be expected to:

1. Apply a high level of proficiency in the tools and methods of design, including new and emerging tools, to a clearly articulated and intentional design process leading towards the design of a moderately complex building in its site and within its environmental and social context.
2. Employ knowledge and processes specific to the area of research of the section, within the design of this building, in order to successfully select and develop material and technical systems, and to establish meaningful programmatic and formal relationships.
3. Integrate and coordinate technical, material and programmatic systems in the building.
4. Produce documentation as required to communicate both design intent and construction requirements down to the level of the construction detail, and to present the design to critical and community groups.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

ARCD 821.6 Comprehensive Design Studio

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;

ARCD 821.6 Comprehensive Design Studio

- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

Course Overview

Comprehensive Design Studio follows the second work term of the professional program, the first in the Master of Architecture sequence. The architectural propositions developed in the previous studios are refined, tested, and furthered through systems integration processes. Rather than reducing the complexity of the thesis, the various systems each will increase and amplify the thesis to approach the complexity of architectural realities.

The co-requisite Integrated Systems course generates a set of related topics of deep investigation through the student's thesis work. Legal and professional regulations, structural and building science systems, and social and environmental analyses provide probes from a number of vantages external to the thesis. As the thesis morphs and modifies in absorbing these externalities, the strengths and opportunities of design research avenues expands. A final technical report is produced, amplifying both the urban building design and the thesis speculation itself.

The Comprehensive Design Studio offers the support of professional processes in companionship with design research investigations. It demonstrates that real world buildings can and do make claim to ideas beyond mere building to become architecture.

Class Schedule

Week	Module	Readings Discussions and Activities	Deadlines
1	Course Introduction Project 1: Context Analysis	Readings will be provided by individual instructors for their sections.	
2	Project 1: Context Analysis	Review and Discussion: Project 1	Project 1 Due
3	Project 2: Schematic Design	Work in studio. Desk crits and small group discussions.	
4	Project 2: Schematic Design	Work in studio. Desk crits and small group discussions.	
5	Project 2: Schematic Design	Review and Discussion: Project 2	Project 2 Due
6	Project 3: Research Exercise	Work in studio. Desk crits and small group discussions.	
7	Project 3: Research Exercise	Review and Discussion: Project 3	Project 3 Due
8	Project 4: Systems Integration	Work in studio. Desk crits and small group discussions.	
9	Project 4: Systems Integration	Work in studio. Desk crits and small group discussions.	

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10	Project 4: Systems Integration	Work in studio. Desk crits and small group discussions.	
11	Project 4: Systems Integration	Work in studio. Desk crits and small group discussions.	
12	Project 4: Systems Integration	Work in studio. Desk crits and small group discussions.	
13	Project 4: Systems Integration	Work in studio. Desk crits and small group discussions.	Project 4 Due
	Final Reviews	Final reviews will be held in lieu of a final exam, during the exam period.	Portfolio Due

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

Final reviews will be held during the examination period in lieu of a final exam. Reviews will be scheduled for a six-hour period. All students are required to attend all reviews. External critics will be invited to the sessions.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and significant experience in architectural practice. The instructor will be a member of the Graduate Faculty.

Required Activities Outside of Class Time

The student-organized symposia will take place outside of class time.

ARCD 821.6 Comprehensive Design Studio

Required Resources

Readings/Textbooks

There are no required texts for this studio. As graduate students, students will be expected to find their own sources.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Electronic Resources

Section instructors will post readings and other materials to the BBLearn site as appropriate.

Grading Scheme

Project 1: Context Analysis	15%
Project 2: Schematic Design	25%
Project 3: Research Exercise	15%
Project 4: Systems Integration	35%
Portfolio	10%
Total	100%

Evaluation Components

Assignment 1: Context Analysis

Value: 15% of final grade

Due Date: See Course Schedule

Type: Analysis

Description: Students will analyze the various contextual issues that may affect their projects, including issues of site, environment, regulation, urban systems, cultural contexts and so on. The analyses will be presented in a poster fashion; the work of each section will form a research basis for further work.

Assignment 2: Schematic Design

Value: 25% of final grade

Date: See Course Schedule

Type: Design Project

Description: Students will now produce a schematic design for the building project, which will

ARCD 821.6 Comprehensive Design Studio

be a mid-scale mixed use project. The precise program will vary from section to section, but will include both repetitive and large-span structural spaces.

Project 3: Research Exercise

Value: 15% of final grade

Date: See Course Schedule

Type: Technical research

Description: Each student will investigate the possibility of emerging or new systems that may resolve a technical issue posed by their schematic design. The research will be presented in poster format.

Project 4: Systems Integration

Value: 35% of final grade

Date: See Course Schedule

Type: Design Project

Description: Students will continue to develop their design projects to the point that all building systems have been developed in an integrated and resolved manner.

Portfolio

Value: 10% of final grade

Date: Due at final review

Type: Portfolio of work of the term

Description: Students will compile their work of the term into a portfolio that reflects on their learning.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

ARCD 821.6 Comprehensive Design Studio

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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ARCD 821.6 Comprehensive Design Studio

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ARCD 821.6 Comprehensive Design Studio

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

A2. Elective Courses:

Opportunities for students to develop particular areas of expertise or to study topics of personal interest within the discipline of architecture.

D1. Design Theories, Precedents and Methods:

Ability to articulate an intentional design process grounded in one or more theoretical positions, an understanding of important design principles and methods, and the analysis of critical architectural precedents, and to apply these to the design of buildings, landscapes, spaces, building components and/or other architectural projects.

D2. Design Skills:

Ability to apply organizational, spatial, structural, and constructional principles to the conception, configuration and design of buildings, spaces, building elements, and tectonic components.

D3. Design Tools:

Ability to use the broad range of design tools available to the architectural profession, including traditional and emerging techniques of two-dimensional and three-dimensional representation, computational design, modeling, simulation and fabrication.

D4. Design Program:

Ability to prepare a comprehensive program for an architectural project that draws from appropriate precedents; assesses client/user needs, conditions of occupancy, and spatial parameters and requirements; and includes a review of regulatory contexts and standards relevant to the project.

D5. Urban Design Context:

Ability to analyze the larger urban context within which architecture is situated, its developmental patterning and spatial morphologies, and infrastructural, environmental and ecological systems, and to understand the regulatory instruments (planning and zoning acts and bylaws) that govern this context, the broader implications of architectural design decisions on the evolution of cities, and the impact of urbanism on design.

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.

D7. Detail Design:

Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through

ARCD 821.6 Comprehensive Design Studio

drawing, modeling and/or full scale prototypes.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

F2 Structural Systems

Understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

F3. Environmental Systems

Understanding of the basic principles that inform the design of passive and active environmental modification systems and building service systems, the issues involved in the coordination of these systems, in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

F4. Ecological Systems

Understanding of the broader ecologies that inform the design of buildings and their systems and of the impacts of design decisions on those ecologies

F5. Building Materials, Envelope Systems, & Assemblies:

Understanding of the basic principles used in the appropriate selection and application of construction materials and building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

G1. Design Research

Ability to apply research and investigative methods in the design process.

ARCD 821.6 Comprehensive Design Studio

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 822.3

3.2 Title of course: Integrated Systems

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

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

3.6 Prerequisite: 812.3 Structures II-Co-requisites: 821.6 Comprehensive Design Studio

3.7 Calendar description (not more than 50 words):

A companion course to the Comprehensive Design Studio. The course will run in a workshop fashion to address questions pertaining to the specific structural, envelope, energy, environmental systems, regulatory framework, site planning, sustainable, low carbon, passive, and life safety systems in the buildings. Students will investigate and prepare drawings and a report on technical issues as related to the detailed development of the comprehensive building project.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This course culminates in a major project in lieu of a final exam that demonstrates overall competence in the integration of building systems.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor should be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 822.3 Integrated Systems

Term One

First Proposed Offering: 2021

Delivery Format: Lecture/workshop, 3 hours per week

Location Date and Time: TBD

Instructor: TBD

Course Description

A companion course to the Comprehensive Design Studio. The course will run in a workshop fashion to address questions pertaining to the specific structural, envelope, energy, environmental systems, regulatory framework, site planning, sustainable, low carbon, passive, and life safety systems in the buildings. Students will investigate and prepare drawings and a report on technical issues as related to the detailed development of the comprehensive building project.

Prerequisites

812.3 Structures II

Co-requisites

821.6 Comprehensive Design Studio

Learning Outcomes

By the completion of this course, students will be expected to:

1. Set out the structural plan for the building
2. Select appropriate materials and systems
3. Coordinate the program with the materiality of the project
4. Detail the envelope
5. Determine and detail sustainable design strategies that target low carbon
6. Design to target LEED Platinum
7. Coordinate regulatory requirements
8. Handle the technical aspects of a small to mid-sized project

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

ARCD 822.3 Integrated Systems

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;

Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

ARCD 822.3 Integrated Systems

Course Overview

This course in acting as the technical companion to the Comprehensive Design Studio serves to provide a structure that will allow students to quite completely investigate and carry out the detailing of their projects. From the broad site and location related issues of climate and place, to the basic requirements to address structure and enclosure, into very detailed questions of sustainability and all systems. Students will in the end have a very detailed project that should serve well as a “final exam” for their professional capability to work well in the profession. The project and associated Technical Report will provide them with high quality material for their work portfolios as well as demonstrate their abilities to visiting accreditation bodies.

Course Schedule

Week	Topic	Readings	Assignment
1	Introduction to the course Detailed Building Code Review (fire safety, size, height, et	NBC ASC: Designing with Building Codes	
2	Planning and zoning law review (assessing project impacts)	Building code and zoning by-laws	Prepare code and by-law analysis of project
3	Building Planning and Programming	ASC: Designing for Egress and Accessibility; Designing for Parking	
4	Structural Systems Selection and Detailing	Review of Materials from Structures II (texts student to retain from previous course) ASC: Designing the Structure	Prepare preliminary sketches of structural system
5	Climate Analysis/Sustainable solutions analysis	Climate Consultant; HEED	Conduct climate analysis of site
6	Passive and Low Carbon Design Strategies Applied	GBS: Case Studies	Draft Technical Report Due
7	Envelope Systems: Detailing the Building Envelope (insulation, cladding, window systems, durable building detailing)	GBS: Envelope	
8	Barrier Free Design, Exiting, Fire Protective Design	NBC overview ASC: Designing for Egress and Accessibility	Prepare sketches for project
9	MEP Systems Selection and Structural Coordination	GBS: Heating, Cooling, Water and Waste ASC: Designing Spaces for MEP	Prepare sketches for

ARCD 822.3 Integrated Systems

			project
10	Lighting and Daylighting/ Acoustics	GBS: Lighting	
11	Energy Analysis	GBS: Energy Production	Conduct an energy audit of the project
12	Designing to LEED Platinum, Credits and Choices	LEED Materials	Initial work on LEED Spreadsheet for project
13	The Integrated Project: Final Project Synthesis		
	Technical Report due during exam period		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

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Length and Mode of Final Examination

This course has a technical report in lieu of a final examination.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor should be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

ARCD 822.3 Integrated Systems

Required Activities Outside of Class Time

A visit to the site will be required.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Kwok, Alison and Walter Grondzik. Green Building Studio Handbook. Routledge, 2011.

Allen, Edward and Joseph Iano. Architect's Studio Companion. Wiley, 2011.

LEED and other applicable sustainable rating systems handbooks.

The National Building Code.

Other industry material as required.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Climate Consultant. <http://www.energy-design-tools.aud.ucla.edu/climate-consultant/request-climate-consultant.php>

HEED. <http://www.energy-design-tools.aud.ucla.edu/heed/>

ARCD 822.3 Integrated Systems

Grading Scheme

Outline Technical Report	20%
Written Report	15%
LEED Evaluation Report	15%
Drawing Documentation	50%
Total	100%

Evaluation Components

Term Assignment: Technical Report

Part 1: Outline report

Value: 20% of final grade

Due Date: See Course Schedule

Type: Assignment in conjunction with studio project

Description: Students will compile an outline for their technical report that identifies the main systems to be described, the anticipated issues, and possible solutions.

Part 2: Final report

Value: 80% of final grade

Due Date: During the exam period

Type: Assignment in conjunction with studio project.

Description: Students will produce a technical report that documents the technical systems developed during their comprehensive design studio. Although in class work in progress will be expected throughout the term, the course grade will be assessed on the final Technical Report submission.

The grade assessed will be based on:

Written Report (15%),
Comprehensive LEED Evaluation (15%)
Detailed Drawings (50%).

The building must be designed to meet a minimum LEED Gold standard. Additional grade points are possible for achieving LEED Platinum. The LEED spreadsheet MUST include a short PARAGRAPH for each credit explaining why you did or did not claim this credit.

For the drawing breakdown:

Structure 5%

Skins/Envelope Design 10%

Energy Efficient Design Strategies 5%

Environmental Systems and Services: HVAC, Acoustics, Lighting 10%

ARCD 822.3 Integrated Systems

Life Safety 5%
Barrier Free Design 5%
Environmental Site strategies 5%
Presentation quality 5%

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ARCD 822.3 Integrated Systems

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ARCD 822.3 Integrated Systems

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Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB. As a summative project there are many criteria that will be met by this course:

D7. Detail Design:

Ability to assess as an integral part of design, appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling and/or full scale prototypes.

D8. Design Documentation:

Ability to document and present the outcome of a design project using the broad range of media available to the architectural profession, including the types of documentation for the purposes of construction and to understand the role of contract documents and specifications in this process.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

G2. Design Analysis

Ability to analyze design inputs, including the use of architectural and urban precedents, evaluate the implications of potential design options, and demonstrate the skills associated

ARCD 822.3 Integrated Systems

with assessing multiple variables during the design process. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

G3. Design Synthesis

Ability to make design decisions and synthesize variables within a moderately complex architectural project while demonstrating consideration and integration of social, cultural, spatial, material, environmental, and technological systems.



College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes [X] (must complete section 6.1) No []

Basic information about the proposed course:

- 1. Department/Unit: Art and Art History College of: Arts and Science
2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 824.3

3.2 Title of course: Urban Systems

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.5 Term in which it will be offered: T1 [X] T2 [] T1 or T2 [] T1 and T2 []

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):

This course investigates ideas and theories about the city, providing students with tools needed to select, analyze and plan an urban site, as well as to design an appropriate building in such a complex environment. The relationship with and reaction to physical, social, economic, political, and cultural contexts are discussed using both local and international examples. Planning and zoning principles, including height, density, use, traffic and pedestrian flows are addressed, as are the administrative and political processes for controlling urban development.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This course culminates in a major research paper in lieu of a final exam.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor be a licensed architect or planner in Saskatchewan and either have a graduate degree in architecture or a related field or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

ARCD 824.3 Urban Systems

Term One

First Proposed Offering: 2020

Delivery Format: Lecture, 3 hours per week

Location and time TBD

Instructor TBD

Course Description

This course investigates ideas and theories about the city, providing students with tools needed to select, analyze and plan an urban site, as well as to design an appropriate building in such a complex environment. The relationship with and reaction to physical, social, economic, political, and cultural contexts are discussed using both local and international examples. Planning and zoning principles, including height, density, use, traffic and pedestrian flows are addressed, as are the administrative and political processes for controlling urban development.

Prerequisites

None

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand relationships between planning acts, zoning bylaws and the design of the built urban environment
2. Discuss urban policy in relation to broader societal goals
3. Understand major urban systems – including development structures, transportation and other infrastructures – in their effects on the built environment
4. Critically analyze design proposals in the context of contemporary principles and theories of urban design
5. Design buildings and other architectural projects within the requirements of planning and zoning regulations
6. Understand the processes for approvals and for exemptions, variances and amendments in relation to development or construction projects

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing

ARCD 824.3 Urban Systems

these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;

ARCD 824.3 Urban Systems

- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

Course Overview

This course provides students with the tools needed to design buildings and other projects within the contemporary developed city. The first part of the course, in connection to work being undertaken at the same time in the studio, will provide a working overview of urban regulations for design: planning acts, zoning bylaws, official plans and so on, particularly from the point of view of Saskatoon (although variants in other cities will be discussed). The second part of the course looks at cities as systems of systems, discussing governance, economic and fiscal systems, transportation, housing and other critical systems. The final part of the course will discuss current perspectives on urban design.

Students will be expected to produce a regulatory report about their studio project as well as a research paper about a current issue affecting Canadian cities.

Class Schedule

Week	Topic	Readings	Assignment
1	Introduction: Cities as systems	Filion, P, Moos, M, Vinodrai, T, and Walker, R (eds) (2015) <i>Canadian Cities in Transition: Perspectives for an Urban Age</i> (Toronto, Oxford University Press). Chapters 1, 2, 3.	
2	Planning Acts and their effects on urban form	Students will need to be familiar with the City of Saskatoon planning website: https://www.saskatoon.ca/business-development/planning Downloads Saskatoon (2013). City of Saskatoon Strategic Plan 2013-23. Available at https://www.saskatoon.ca/sites/default/files/documents/city-manager/city-managers-reports/2013-2023_strategic_plan.pdf	
3	Zoning Bylaws and their effects on urban form	Saskatoon (2016). Zoning bylaw no. 8770 of the city of Saskatoon. Available at https://www.saskatoon.ca/sites/default/files/documents/city-clerk/bylaws/8770.pdf Filion, P, et al., Chapter 4.	
4	Site Plan Approval Processes		Zoning and planning assignment
5	Land development processes	Filion, P, et al., Chapter 12.	
6	Civic Governance	Filion, P, et al., Chapter 11.	
7	Transportation systems in cities	Filion, P, et al., Chapter 10. Shannon, K., & Smets, M. (2010). <i>The landscape of contemporary infrastructure</i> . Rotterdam: NAi Publishers.	

ARCD 824.3 Urban Systems

8	Cities as economic systems	Filion, P, et al., Chapters 5 to 9.	
9	Cities and suburbs	Dunham-Jones, E., & Williamson, J. (2009). <i>Retrofitting suburbia: Urban design solutions for redesigning suburbs</i> . Hoboken, N.J: John Wiley & Sons. Filion, P, et al., Chapter 24.	
10	Public Space	Filion, P, et al., Chapter 18.	Research Paper Due
11	Current concerns in urban design	Readings will be prepared one week in advance by each group.	Group presentations and discussion
12	Current concerns in urban design	Readings will be prepared one week in advance by each group.	Group presentations and discussion
13	Current concerns in urban design	Readings will be prepared one week in advance by each group.	Group presentations and discussion

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

There is no examination for this course.

Instructor Information

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect or planner in Saskatchewan and either have a graduate degree in architecture or a related field or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Filion, P, Moos, M, Vinodrai, T, and Walker, R (eds) (2015) *Canadian Cities in Transition: Perspectives for an Urban Age* (Toronto, Oxford University Press)

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Library Reserves

The following will be placed on library reserve:

Shannon, K., & Smets, M. (2010). *The landscape of contemporary infrastructure*. Rotterdam: NAi Publishers.

Dunham-Jones, E., & Williamson, J. (2009). *Retrofitting suburbia: Urban design solutions for redesigning suburbs*. Hoboken, N.J: John Wiley & Sons.

Electronic Resources

Students will need to be familiar with the City of Saskatoon planning website: <https://www.saskatoon.ca/business-development/planning> Downloads

Saskatoon (2016). Zoning bylaw no. 8770 of the city of Saskatoon. Available at <https://www.saskatoon.ca/sites/default/files/documents/city-clerk/bylaws/8770.pdf>

Saskatoon (2013). City of Saskatoon Strategic Plan 2013-23. Available at https://www.saskatoon.ca/sites/default/files/documents/city-manager/city-managers-reports/2013-2023_strategic_plan.pdf

ARCD 824.3 Urban Systems

Grading Scheme

Site Plan Report	30%
Group Presentation and Discussion	30%
Research paper	40%
Total	100%

Evaluation Components

Assignment 1: Zoning Report

Value: 30% of final grade

Due Date: See Course Schedule

Type: Assignment in conjunction with studio project

Description: Students will complete a Site Plan submission for their studio project, including relevant planning and zoning issues.

Assignment 2: Group presentation and discussion

Value: 30% of final grade

Date: See Course Schedule

Type: In-class presentation by groups of students

Description: Working in groups of about 5, students will engage the class in a discussion about an issue of contemporary concern in urban design or planning. A list of possible topics will be provided by the instructor.

Research Paper

Value: 40% of final grade

Date: See Course Schedule

Type: 2500 to 3000 word illustrated essay

Description: Students will prepare an essay discussing in detail one of the major systems of contemporary cities. Emphasis will be placed on emerging changes in or pressures on this system and how it affects the future of Canadian cities.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

ARCD 824.3 Urban Systems

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. A student who misses the group presentation due to illness or other documented emergency will be assigned an alternative, written exercise.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

ARCD 824.3 Urban Systems

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

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: <http://artsandscience.usask.ca/undergraduate/advising/>

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

D5. Urban Design Context:

Ability to analyze the larger urban context within which architecture is situated, its developmental patterning and spatial morphologies, and infrastructural, environmental and ecological systems, and to understand the regulatory instruments (planning and zoning acts and bylaws) that govern this context, the broader implications of architectural design decisions on the evolution of cities, and the impact of urbanism on design.

D6. Site Design:

Ability to analyze and respond to local site characteristics, including urban context, topography, ecology, climate, and building orientation, in the development of an architectural design project.

E4. Cultural Diversity and Global Perspectives

Understanding of the diverse needs, values, behavioral norms, and social/ spatial patterns that characterize different global cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

F1. Regulatory Frameworks:

Understanding of the applicable building codes, regulations, and standards for a given building and site including universal design standards and the principles that inform the design and selection of life-safety systems.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 825.3

3.2 Title of course: Architectural Project Management

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

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

3.6 Prerequisite: ARCD 815.3 Professional Practice in Architecture

3.7 Calendar description (not more than 50 words):

This course examines in depth the methods and techniques used by architects for the management of construction projects, including: financial management; time management; and task and team management. Various types of project delivery methods will be examined, along with their associated contractual relationships. .

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

ARCD 845.3 Business Practices in Architecture

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This course culminates in a major research paper in lieu of a final exam.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor will be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 825.3 Architectural Project Management

Term One

First Proposed Offering: 2021

Delivery Format: Lecture, 3 hours per week

Location, date and time: TBD

Instructor: TBD

Course Description

This course examines in depth the methods and techniques used by architects for the management of construction projects, including: financial management; time management; and task and team management. Various types of project delivery methods will be examined, along with their associated contractual relationships.

Prerequisites

ARCD 815.3 Professional Practice in Architecture

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand and make use of the principles and methods of Project Management in relation to construction projects, including: team and task management; scheduling methods; work plans; budgets; and record-keeping
2. Describe the various types of construction project delivery, with specific reference to the role of the architect in each type of delivery, including the form of contracts involved
3. Develop a budget and schedule for a construction project
4. Make use of various techniques to estimate the cost of a construction project and to track its progress
5. Describe the typical approvals required for a construction project and their effect on budget and schedule
6. Produce project documents that are required to achieve construction approvals
7. Produce the various components of a typical construction contract, including drawings and specifications

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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ARCD 825.3 Architectural Project Management

learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;

ARCD 825.3 Architectural Project Management

- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

Course Overview

This course expands on previous discussions around the goals strategies and tools for managing construction projects. The course explicitly looks at these issues from the point of view of the architect, although other viewpoints – those of the owner, contractor or other stakeholders – will also be discussed.

Construction projects are complex – after all, buildings are big, heavy, and expensive and a large number of people and a large and diverse quantity of materials are involved in their construction. What are the typical methods by which this is all kept under control? In addition, these methods are currently undergoing a period of significant change due to factors such as technological advances, resource depletion, globalization of construction practices, and changes to project procurement forms and norms. How can we move forward into this world while mitigating or minimizing risk to the various stakeholders in a construction project?

The course is organized in a workshop fashion around weekly topics. Students will be responsible for coming to the sessions prepared for discussion with their peers, in large or small groups. Students will be expected to prepare a research paper on one significant aspect of project management, specifically looking at how the field is changing due to technological change, and to complete two topical assignments.

Class Schedule

Week	Topic	Readings	Assignment
1	Introduction: What is Project Management?	Gould, F. E., Joyce, N. E., & Pearson. (2014). <i>Construction project management</i> . Boston etc.: Pearson. ch. 1 Project Management Institute. (2008). <i>Construction extension to the PMBOK guide, third edition</i> . Newtown Square, Pa: Project Management Institute. Ch. 1	
2	Understanding risk	Royal Architectural Institute of Canada. (2009). <i>Canadian handbook of practice for architects</i> . Ottawa:	

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		Royal Architectural Institute of Canada. 2.1.9 Project Management Institute (2008). Ch. 11.	
3	Managing project teams	Gould, ch. 2,3 Project Management Institute (2008). Ch. 9, 10. RAIC 1.2.1, 1.2.2, 1.2.3	
4	Project scheduling	Gould, ch. 5, 10 Project Management Institute (2008). Ch. 6. RAIC 2.3.4, 2.3.5, 2.3.6	
5	Cost estimation methods 1	Gould, ch. 7 Project Management Institute (2008). Ch. 7. RAIC 2.3.3	Scheduling Assignment
6	Cost estimation methods 2	Gould, ch. 8,9 Project Management Institute (2008). Ch. 8.	
7	Project approvals	Gould, ch. 6, 11 RAIC 1.2.4, 1.2.5	Estimating Assignment
8	Forms of project delivery	Gould, ch. 4 Project Management Institute (2008). Ch. 12. RAIC 2.3.2	
9	The construction contract 1: Drawings	RAIC 2.3.7	
10	The construction contract 2: Specifications	RAIC 2.3.8	
11	Administering the construction contract	Gould, ch. 12 RAIC 2.3.10, 2.3.11	Documentatio n Assignment
12	Managing changes to a construction contract	Gould, ch. 13/14 RAIC 2.3.12	
13	Contract close-out		Research Paper

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

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Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has no final examination.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

Required Activities Outside of Class Time

If possible, we will organize a visit to a construction site. This may need to take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

Gould, F. E., Joyce, N. E., & Pearson. (2014). *Construction project management*. Boston etc.: Pearson.

Project Management Institute. (2008). *Construction extension to the PMBOK guide, third edition*. Newtown Square, Pa: Project Management Institute.

Royal Architectural Institute of Canada. (2009). *Canadian handbook of practice for architects*. Ottawa: Royal Architectural Institute of Canada. **Note: This book is required for several courses in this program.**

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Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Students will require a hardhat and safety boots.

Supplementary Resources

None.

Grading Scheme

Scheduling Exercise	20%
Estimating Exercise	20%
Documentation Assignment (Group)	30%
Research paper	30%
Total	100%

Evaluation Components

Assignment 1: Scheduling Exercise

Value: 20% of final grade

Due Date: See Course Schedule

Type: Assignment to be completed outside of course time

Description: Students will develop a schedule for the design and construction of a moderately complex construction project (ideally a project they are developing in studio), incorporating as many variables and issues as possible.

Assignment 2: Estimating Exercise

Value: 20% of final grade

Date: See Course Schedule

Type: Assignment to be completed outside of course time

Description: Students will develop a preliminary budget for the design and construction of a moderately complex construction project (ideally a project they are developing in studio), incorporating as many variables and issues as possible.

Assignment 3: Documentation

Value: 30% of final grade

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Due Date: See Course Schedule

Type: Group assignment

Description: Students will produce a reduced set of documents for a construction project, including construction drawings and outline specifications.

Research Paper

Value: 30% of final grade

Date: See Course Schedule

Type: 2500 to 3000 word illustrated essay

Description: Students will prepare an essay discussing an issue of relevance to emerging practices in the management of construction projects, assembling literature and data analysis in the service of a clear position. The impact of these emerging trends on architectural practice will be an area of focus.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

ARCD 825.3 Architectural Project Management

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

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Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by

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DSS.

Student Supports

Student Learning Services

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Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: [\(http://artsandscience.usask.ca/undergraduate/advising/\)](http://artsandscience.usask.ca/undergraduate/advising/)

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

C1. The Architectural Profession

An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.

C3. Practice Organization

An understanding of the basic principles of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation as well as an understanding of trends that affect practice

C4. Project Management

An understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; and the development of work plans, project schedules, and project delivery methods.

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College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 834.3

3.2 Title of course: Architecture Thesis Seminar

3.3 Total Hours: Lecture: 0
Seminar: 36
Lab: 0
Tutorial: 0
Other: 0

3.4 Weekly Hours: Lecture: 0
Seminar: 6
Lab: 0
Tutorial: 0
Other: 0

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

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):

This seminar course is designed to run in conjunction with the early phases of the Design Thesis and is designed to assist students as they move from proposal submission (at the start of the course) through literature and precedent review to formulate clear research questions and to develop an appropriate design vehicle and process. The course is operated in a compressed schedule at the beginning of the semester.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

As a final evaluation, students in this course are required to submit a revised version of their Thesis proposal.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure. The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 834.3 Architecture Thesis Seminar

Term Two

First Proposed Offering: 2021

Delivery Format: Seminar

Date time and location: TBD

Instructor: TBD

Course Description

This seminar course is designed to run in conjunction with the early phases of the Design Thesis and is designed to assist students as they move from proposal submission (at the start of the course) through literature and precedent review to formulate clear research questions and to develop an appropriate design vehicle and process. The course is operated in a compressed schedule at the beginning of the semester.

Prerequisite

None

Learning Outcomes

By the completion of this course, students will:

1. Have developed a coherent proposal for an architectural design | research project, including clear research questions.
2. Carried out an environmental scan, including a literature review for a design | research proposal.
3. Identified a design methodology and vehicle (site/program) for the thesis.
4. Presented all of the above to their peers and to the faculty for feedback.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%.

ARCD 834.3 Architecture Thesis Seminar

Course Overview

What are the key current and emerging issues facing architecture today? In this course, students will come to grips with some of the more important of these issues and discuss them in their background, become familiar with the key literature, and begin to imagine how they will address these concerns in their academic and professional practices.

The course is focused on a significant number of focused readings that look to identify and interrogate the changing context for architecture. Students will participate in discussions led by the instructor, conduct literature and other research into emerging issues, and complete a major collaborative project.

Class Schedule

Week	Topic	Readings	Assignment
1	Course introduction: Why do a thesis? Goals and Objectives Reviewing the Design Research proposal	Eco, U., Mongiat, F. C., Farina, G., & Erspamer, F. (2015). <i>How to write a thesis</i> . Cambridge, Massachusetts : The MIT Press Wang, D., & Groat, L. N. (2013). <i>Architectural research methods</i> . Hoboken NJ: Wiley. Chapters 4, 5	Initial proposal
2	Problem Statements and Research Questions (Charrette)	Mostafavi, M. (2012). Matters of Discipline. Harvard Design Magazine Iss. 35, pp. 4-5.	Research question charrette
3	Literature and Precedent Review	Wang, D., & Groat, L. N., chapter 3. Fink, Arlene G. Conducting Research Literature Reviews: From the Internet to Paper, Third Edition. Thousand Oaks: Sage Publications, 2010. Clark, R. H., & Pause, M. (2012). <i>Precedents in architecture: Analytic diagrams, formative ideas, and partis</i> . Hoboken, N.J: John Wiley & Sons.	Revised Problem Statement
4	Ethical issues in design research Working with or in Indigenous communities and with other particularized groups	Booth, Wayne C., Colomb, Gregory G., and Williams, Joseph M. 2003. <i>The Craft of Research</i> . Third Edition. Chicago: University of Chicago Press.	
5	Design Process and Methodologies	Wang, D., & Groat, L. N., Part II.	Literature Review
6	Alumni Symposium	N/A	Revised

ARCD 834.3 Architecture Thesis Seminar

			Proposal
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Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

This course has no final examination.

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor will have a graduate degree in architecture and either a PhD in architecture or architectural theory or architectural licensure. The instructor will be a member of the Graduate Faculty.

Readings/Textbooks

Books

Booth, Wayne C., Colomb, Gregory G., and Williams, Joseph M. 2003. *The Craft of Research*. Third Edition. Chicago: University of Chicago Press.

Clark, R. H., & Pause, M. (2012). *Precedents in architecture: Analytic diagrams, formative ideas, and partis*. Hoboken, N.J: John Wiley & Sons.

Eco, U., Mongiat, F. C., Farina, G., & Erspamer, F. (2015). *How to write a thesis*. Cambridge,

ARCD 834.3 Architecture Thesis Seminar

Massachusetts : The MIT Press

Fink, Arlene G. *Conducting Research Literature Reviews: From the Internet to Paper*, Third Edition. Thousand Oaks: Sage Publications, 2010.

Wang, D., & Groat, L. N. (2013). *Architectural research methods*. Hoboken NJ: Wiley. **Note: This book is required for more than one course in this program.**

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Electronic Resources

Links to the following readings will be made available through the BBLearn site:

Mostafavi, M. (2012). Matters of Discipline. *Harvard Design Magazine* Iss. 35, pp. 4-5.

Grading Scheme

Initial Proposal	20%
Problem Statement	25%
Literature Review	25%
Revised proposal	30%
Total	100%

Evaluation Components

Initial Proposal

Value: 20% of final grade

Due Date: See Course Schedule

Type: Research Proposal

Description: At the beginning of the course, students are required to submit a research proposal for their M.Arch. theses, following the prescribed format set by the program.

Problem Statement and Argument

Value: 25% of final grade

Date: See Course Schedule

Type: Short paper (2000 to 4000 words)

Description: Following a review and discussion session about writing a good problem statement, students will revise the problem statement and argument in their proposals and

ARCD 834.3 Architecture Thesis Seminar

resubmit. The resubmitted document should include an introduction to the thesis, a concise statement of the problem being addressed, any background information germane to the work, and a list of research questions to be addressed by the work.

Literature and Precedent Review

Value: 25% of course grade

Date: See Course Schedule

Type: Short paper (2000 to 4000 words)

Description: Students will compile their study of the relevant literature for their thesis, especially but not only within architecture, including a discussion of relevant architectural precedents.

Design Proposal

Value: 30% of course grade

Date: See course schedule

Type: Proposal (1000 to 1500 words, illustrated)

Description: The Design Proposal includes a clear statement of design methodologies to be employed. The proposal will also include a clear identification of the site and program for theses that involve a building design, or the equivalent information for other design projects, including pre-design analysis of both. Initial design exercises that extend the case for the appropriateness of the thesis should also be included.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an

ARCD 834.3 Architecture Thesis Seminar

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CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

A2. Elective Courses:

Opportunities for students to develop particular areas of expertise or to study topics of personal interest within the discipline of architecture.

E1. Critical Thinking: Research, Analysis, Synthesis

Ability to raise clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to a specific project or assignment.

E2. Communication Skills: Writing, speaking and graphic communication

ARCD 834.3 Architecture Thesis Seminar

Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter related to the architectural discipline both within the profession and with the general public.

G1. Design Research

Ability to apply research and investigative methods in the design process.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 845.3

3.2 Title of course: Business Practices in Architecture

3.3 Total Hours: Lecture: 39

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

3.4 Weekly Hours: Lecture: 3

Seminar: 0

Lab: 0

Tutorial: 0

Other: 0

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

3.6 Prerequisite: ARCD 825.3 Architectural Project Management

3.7 Calendar description (not more than 50 words):

In this course students will learn how to organize and manage an architectural practice. Legal issues, human resource practices, financial management practices, marketing and strategic planning will be discussed, as will the various forms that a practice can take. Students will be required to develop a business plan for an architectural practice.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This course culminates in a major research paper in lieu of a final exam.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 845.3 Business Practices in Architecture

Term Three (Spring/Summer)

First Proposed Offering: 2022

Delivery Format: Lecture, 3 hours per week

Location date and time: TBD

Instructor: TBD

Course Description

In this course students will learn how to organize and manage an architectural practice. Legal issues, human resource practices, financial management practices, marketing and strategic planning will be discussed, as will the various forms that a practice can take. Students will be required to develop a business plan for an architectural practice.

Prerequisites

ARCD 825.3 Architectural Project Management

Learning Outcomes

By the completion of this course, students will be expected to:

1. Develop a business plan for an architectural practice
2. Describe the legal expectations and requirements of architectural practice as well as the organizational forms that practices can take
3. Make use of typical processes for design office management, record-keeping, human resource management, marketing and client development, and financial management for an architectural practice

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

ARCD 845.3 Business Practices in Architecture

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

University of Saskatchewan Grading System (for graduate courses)

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%

ARCD 845.3 Business Practices in Architecture

Course Overview

This course continues the discussion of what it is to practice as a professional architect, in this case focusing on the architectural practice as a business. What are the legal issues and structures for an architectural practice? How does one go about forming a practice – what needs to be considered? Once in place, how does the architect manage the various components of the business – money and people?

Like preceding graduate courses in professional practice, the course is organized in a workshop fashion around weekly topics. Students will be responsible for coming to the sessions prepared for discussion with their peers, in large or small groups. Students will be expected to prepare a business plan for an architectural practice as well as a research paper on one significant aspect of project management, specifically looking at how the field is changing due to technological change.

Class Schedule

Week	Topic	Readings	Assignment
1	Introduction: Architectural Practices	RAIC 2.1.1, Samuel & Sanders ch. 5	
2	Developing a business plan	Osterwalder ch. 1,3,5	
3	Legal issues for architectural practices	Samuel & Sanders ch. 1, 3, 4, 22-24, 26, 27	
4	Financial management and accounting systems	RAIC 2.1.4, Stone Vol. 3B	
5	Human resource management 1: Hiring, Leading and Motivating Staff	RAIC 2.1.7, CCCO Recruiting, Leading, Motivating, Coaching,	Business Plan
6	Human resource Management 2: Managing Performance, Conflict, Termination, Legal Aspects	CCCO Managing Performance, Conflict, Termination, Samuel & Sanders Ch. 20-21	
7	Record-keeping expectations	RAIC 2.1.5, 2.1.9 Samuel & Sanders ch. 15	
8	RFPs and other proposals	RAIC 2.1.10, 3.1.1	
9	Architect-client contracts	Samuel & Sanders ch. 6-11, RAIC 1.2.2 2.1.10, 3.1.2, 3.1.3, 3.1.4	RFP Assignment
10	Organizing partnerships and consultant relationships	RAIC 1.2.3, CCCO Partnership Tip Sheets,	
11	Client management	RAIC 1.2.2, 2.1.6, Stone Vol. 2B,	
12	Marketing	RAIC 2.1.3, Stone Vol. 1	
13	Speculations: the architectural practice of the next decade		Research Paper

ARCD 845.3 Business Practices in Architecture

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Length and Mode of Final Examination

N/A

Instructor Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Instructor Profile

The instructor be a licensed architect in Saskatchewan and either have a graduate degree in architecture or significant practice experience (minimum ten years). The instructor will be a member of the Graduate Faculty.

Required Activities Outside of Class Time

If possible, we will organize a visit to a construction site. This may need to take place outside of class time.

Required Resources

Readings/Textbooks

Students are expected to purchase the following books:

ARCD 845.3 Business Practices in Architecture

Royal Architectural Institute of Canada. (2009). *Canadian handbook of practice for architects*. Ottawa: Royal Architectural Institute of Canada.

Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation*. Hoboken, NJ: John Wiley & Sons Inc.

Brian M. Samuels, B. & Sanders, D. *Practical Law of Architecture, Engineering, and Geoscience, Third Canadian Edition*. (2016). Upper Saddle River, NJ: Pearson Prentice Hall Inc.

Stone, D. A., & Ontario Association of Architects. (2004). *Mastering the business of architecture: A street-smart, hard-knocks guide to success, prosperity and profit in your architectural practice*. Toronto, ON: Ontario Association of Architects.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

N/A

Electronic Resources

Links to the following readings will be made available through the BBLearn site:

Cultural Human Resources Council, Culutral Careers Council of Ontario & Netgain Partners Human Resource Management Toolkit. Produced in cooperation with Cultural Human Resources Council and other organizations.

- [Leadership and Building Your Team](#)
- [Recruiting the Right People](#)
- [Motivating People](#)
- [Coaching, Mentoring and Succession Planning](#)
- [Managing Employee Performance](#)
- [Dealing with Challenge and Conflict](#)
- [Termination of Employment](#)
- [Tip Sheet: Top Ten Tips for Successful Partnerships](#)
- [Tip Sheet: Partnership Readiness Checklist](#)
- [Tip Sheet: Assessing Your Partnership](#)

ARCD 845.3 Business Practices in Architecture

Grading Scheme

Business Plan	30%
Midterm Test	30%
Research paper	40%
Total	100%

Evaluation Components

Assignment 1: Business Plan

Value: 30% of final grade

Due Date: See Course Schedule

Type: Assignment to be completed outside of course time

Description: Students will develop a business plan for an architectural practice.

Assignment 2: RFP

Value: 30% of final grade

Date: See Course Schedule

Type: Assignment to be completed outside of course time (group project)

Description: Students will develop a proposal to carry out a project in response to an RFP.

This will require producing a position statement about the project, a methodology, defining a team, identifying a fee, and producing portfolio materials.

Research Paper

Value: 40% of final grade

Date: See Course Schedule

Type: 2500 to 3000 word illustrated essay

Description: Students will prepare an essay discussing an issue of relevance to emerging modes of practice in architecture, assembling literature and data analysis in the service of a clear position.

Submitting Assignments

Assignments are to be submitted through the course BBLearn dropbox.

Late Assignments

Aside from situations requiring accommodation due to illness or other documented emergency in accordance with University policies, late assignments will not be accepted.

ARCD 845.3 Business Practices in Architecture

Criteria That Must Be Met to Pass

All evaluation criteria must be completed in order to pass this course. Students who miss the mid-term test due to illness or other documented emergency will be provided with an alternative evaluation.

Attendance Expectations

Attendance at all sessions is expected, although attendance will not be taken.

Recording of the Course

Recording of the course will only be allowed in circumstances where it is required as part of an accommodation for students with special needs.

Collection of Student Work

Students should be aware that they will be required to document their work for the purposes of CACB accreditation of the Architecture program. As well, work may be collected and archived by the program for this same reason.

Copyright

Materials posted on BBLearn or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

Student Feedback

Students will be asked to complete an anonymous survey at the completion of the course, which will include an area for freeform feedback.

Integrity Defined (from the Office of the University Secretary)

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

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

ARCD 845.3 Business Practices in Architecture

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

Examinations with Disability Services for Students (DSS)

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

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: [\(http://artsandscience.usask.ca/undergraduate/advising/\)](http://artsandscience.usask.ca/undergraduate/advising/)

ARCD 845.3 Business Practices in Architecture

Treaty Acknowledgement

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

CACB Student Performance Criteria

Within the Architecture professional program at the University of Saskatchewan, this course is responsible for demonstrating the following Student Performance Criteria as set out by the CACB:

C1. The Architectural Profession

An understanding of the organization of the profession, the Architects Act(s) and their regulations, the role of regulatory bodies, the paths to licensure including internship and reciprocal rights and responsibilities of interns and employers.

C3. Practice Organization

An understanding of the basic principles of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation as well as an understanding of trends that affect practice



College of Graduate Studies and Research

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In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes [X] (must complete section 6.1) No []

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 901.0

3.2 Title of course: Co-operative Education in Architecture II

3.3 Total Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

3.4 Weekly Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

3.5 Term in which it will be offered: T1 [] T2 [] T1 or T2 [] T1 and T2 [X]

3.6 Prerequisite: ARCD 815.3 Professional Practice in Architecture

3.7 Calendar description (not more than 50 words):

Students undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
No [X] Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?
No [X] Yes (Please attach correspondence) []

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

ARCD 902.0 Co-operative Education in Architecture III

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This is a work placement course, and as a result has no examination component.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The Course Co-ordinator will have a graduate degree in architecture and professional experience within a range of roles and responsibilities in the AEC industry.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

This course will require administrative support for the Co-op program, as has been identified in the Program Proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

ARCD 901.0 Co-operative Education in Architecture II

Offered in all terms

First Proposed Offering 2021

Delivery Format: Work Placement

Location date and time: N/A

Instructor: N/A

Course Description

Students undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry.

Prerequisites

ARCD 815.3 Professional Practice in Architecture.

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand and undertake the roles, responsibilities, and tasks involved in the design of the built environment
2. Gain professional experience and insights impacting future career planning
3. Demonstrate the ability to apply academic skills and insights on projects in the AEC industry workplace
4. Develop an understanding of proper workplace etiquette including appropriate behavior, language, and attire
5. Communicate and collaborate with a range of stakeholders involved in the design and construction of a project
6. Critically design and analyze a building project, in the context of technical and regulatory parameters

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

ARCD 901.0 Co-operative Education in Architecture II

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University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

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

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

- a familiarity with the subject material;

ARCD 901.0 Co-operative Education in Architecture II

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

Course Overview

Architecture in contemporary practice is a confluence of industries, skills, and backgrounds that go beyond what is dispensed with in the academic environment. To engage contemporary practice directly in the professional workplace is an invaluable experiential learning opportunity that complements a robust architectural education. Directly participating in the processes of design, development, documentation, and delivery of an architectural project validates academic discourse while simultaneously drawing currency and application into the classroom. Working with employers from diverse base in the Architecture, Engineering, and Construction industry over a four month period, students will have the opportunity to gain insights and experience in contemporary architectural praxis. From conventional architecture firms to design research, students will have an opportunity to directly experience the spectrum of disciplines instrumental in the synthesis of the built environment.

Note: Students admitted into the extended Master of Architecture program will be required to complete three co-operative education Work Terms and have the opportunity for a 4th Work Term in the Summer after Semester 4 (Spring/Summer) of the Master of Architecture program.

ARCD 901.0 Co-operative Education in Architecture II

Class Schedule

The Work Term Courses do not have a fixed schedule of classes. The topics and insights covered during the Work Term will vary with different employers, locations, and positions. All students must complete a minimum of 12 weeks of full time employment over the 4-month Work Term.

Week	Topic	Readings	Assignment
Pre-Work Term Semester	Work with Course Coordinator in the application and procurement of employment		
Work Term Semester	Potential Site Visit (where possible)	N/A	
	Employer Evaluation	N/A	Employer Assessment of Student Performance
Third week of Post-Work Term Semester	Work Term Report	N/A	Work Term Report

During the semester prior to the Work Term, students are expected to follow through with the procedures outlined by the course coordinator in order to prepare students for transition into the professional workplace. This would include attendance at information sessions and workshops. Students are expected to apply to job postings that will be posted online via the secure co-operative education system interface. Students wishing to pursue employment with parties not on this system must present the position to the course coordinator to determine whether the position is appropriate (including compliance with university, international, and CAFCE guidelines).

During the Work Term, the course coordinator will visit students at their workplaces. These visits will be scheduled throughout the work term and where possible, will be conducted with employers and relevant supervisors. Employers will be provided student evaluation forms in order to assess student performance during the Work Term. Employers and students are expected to use constructive feedback to discuss performance, expectations, and outcomes.

Upon completion of the Work Term, students are expected to compile a Work Term report, which is a portfolio of the work they have conducted with their employers complemented with a reflective report on the impact of the experience on their career. Given that students may complete their Work Terms near the start of the subsequent academic semester, students are to submit their Work Term Report by the third week of the semester following a Work Term.

Midterm and Final Examination Scheduling

There are no exams for Work Term Courses.

ARCD 901.0 Co-operative Education in Architecture II

Course Co-ordinator Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

Office Hours

TBD

Course Co-ordinator Profile

The Course Co-ordinator will have a graduate degree in architecture and professional experience within a range of roles and responsibilities in the AEC industry.

Required Activities Outside of Class Time

As this is a co-operative education Work Term, activities are undertaken during an employer's standard hours of operation.

Required Resources

Readings/Textbooks

Given the diversity of employers and assumed roles, there are no required readings or textbooks for this course.

Other Required Materials

Depending on the employer and roles, students may be required to own appropriate Personal Protective Equipment (PPE) including goggles, globes, hard hats, and safety boots.

Electronic Resources

The following readings will be made available through the course management site:

12 Tips for Making an Outstanding Architecture Portfolio. Kogan, Gabriel. Retrieved from ArchDaily: <http://www.archdaily.com/780996/12-tips-on-making-an-architecture-portfolio>

A Student's Guide to the Architectural Portfolio. Build LLC. Retrieved from Build Blog: <http://blog.buildllc.com/2014/04/a-students-guide-to-the-architectural-portfolio/>

Employability Skills 2000+. Retrieved from The Conference Board of Canada: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

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Students are expected to consult with the course coordinator to determine potential

ARCD 901.0 Co-operative Education in Architecture II

background knowledge and experience will be required for job postings. This may include learning new software, workflows, or skills to enhance alignment with posted job descriptions.

Depending on their backgrounds and experience, students may consult the following supplementary resources:

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Grading Scheme

Work Term Report	Pass/Fail
Employer Evaluation	Pass/Fail
Total	Pass/Fail

Evaluation Components

Employer Evaluation

Value: Pass/Fail

Date: See Course Schedule

Type: Formal survey of student performance by employer

Description: Employers assess student performance based upon a spectrum of criteria ranging from interpersonal skills to technical ability. The evaluation is based upon the standard co-operative education metrics used throughout all co-operative education programs in the university. Where permitting, this may be submitted in tandem with a site visit by the course coordinator.

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ARCD 901.0 Co-operative Education in Architecture II

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College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 902.0

3.2 Title of course: Co-operative Education in Architecture III

3.3 Total Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

3.4 Weekly Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

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

3.6 Prerequisite: ARCD 901.0 Co-operative Education in Architecture II

3.7 Calendar description (not more than 50 words):

The mandatory co-op Work Term provides students an opportunity to undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry. The co-op program provides students with a unique opportunity to apply their acquired skills in a professional environment while gaining insights on current architectural praxis. Course enrollment is conditional on the student obtaining and accepting a placement offer from an approved industry partner. Where possible, students will be visited as required by the course coordinator to assess professional experience and progress. Work Terms are a minimum of 12 weeks. This course is graded on a pass/fail basis. The grade is achieved at the successful completion of the Work Term and submission of an acceptable Work Term Report.

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

Checklist:

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline** (syllabus) with **Reading List** must be included
- Percentage of Total Mark for each evaluation listed
- If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
- Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This is a work placement course, and as a result has no examination component.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

The Course Co-ordinator will have a graduate degree in architecture and professional experience within a range of roles and responsibilities in the AEC industry.

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

This course will require administrative support for the Co-op program, as has been identified in the Program Proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

ARCD 902.0 Co-operative Education in Architecture III

Offered in all terms

First Proposed Offering 2021

Delivery Format: Work Placement

Location date and time: N/A

Instructor: N/A

Course Description

The mandatory co-op Work Term provides students an opportunity to undertake a 4-month work term placement with a partner in the architecture, engineering, and construction industry. The co-op program provides students with a unique opportunity to apply their acquired skills in a professional environment while gaining insights on current architectural praxis. Course enrollment is conditional on the student obtaining and accepting a placement offer from an approved industry partner. Where possible, students will be visited as required by the course coordinator to assess professional experience and progress. Work Terms are a minimum of 12 weeks. This course is graded on a pass/fail basis. The grade is achieved at the successful completion of the Work Term and submission of an acceptable Work Term Report.

Prerequisites

ARCD 901.0 Co-operative Education in Architecture II

Learning Outcomes

By the completion of this course, students will be expected to:

1. Understand and undertake the roles, responsibilities, and tasks involved in the design of the built environment
2. Gain professional experience and insights impacting future career planning
3. Demonstrate the ability to apply academic skills and insights on projects in the AEC industry workplace
4. Develop an understanding of proper workplace etiquette including appropriate behavior, language, and attire
5. Communicate and collaborate with a range of stakeholders involved in the design and construction of a project
6. Critically design and analyze a building project, in the context of technical and regulatory parameters

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

ARCD 902.0 Co-operative Education in Architecture III

Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for undergraduate courses)

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

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

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

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

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

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

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

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;

ARCD 902.0 Co-operative Education in Architecture III

- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

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

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

Course Overview

Architecture in contemporary practice is a confluence of industries, skills, and backgrounds that go beyond what is dispensed with in the academic environment. To engage contemporary practice directly in the professional workplace is an invaluable experiential learning opportunity that complements a robust architectural education. Directly participating in the processes of design, development, documentation, and delivery of an architectural project validates academic discourse while simultaneously drawing currency and application into the classroom. Working with employers from diverse base in the Architecture, Engineering, and Construction industry over a four month period, students will have the opportunity to gain insights and experience in contemporary architectural praxis. From conventional architecture firms to design research, students will have an opportunity to directly experience the spectrum of disciplines instrumental in the synthesis of the built environment.

Note: Students admitted into the extended Master of Architecture program will be required to complete three co-operative education Work Terms and have the opportunity for a 4th Work Term in the Summer after Semester 4 (Spring/Summer) of the Master of Architecture program.

Class Schedule

The Work Term Courses do not have a fixed schedule of classes. The topics and insights covered during the Work Term will vary with different employers, locations, and positions. All students must complete a minimum of 12 weeks of full time employment over the 4-month Work Term.

Week	Topic	Readings	Assignment
Pre-Work Term Semester	Work with Course Coordinator in the application and procurement of employment		
Work Term Semester	Potential Site Visit (where possible)	N/A	
	Employer Evaluation	N/A	Employer Assessment of Student Performance
Third week of Post-Work Term Semester	Work Term Report	N/A	Work Term Report

During the semester prior to the Work Term, students are expected to follow through with the procedures outlined by the course coordinator in order to prepare students for transition into the professional workplace. This would include attendance at information sessions and workshops. Students are expected to apply to job postings that will be posted online via the secure co-operative education system interface. Students wishing to pursue employment with parties not on this system must present the position to the course coordinator to determine whether the position is appropriate (including compliance with university, international, and CAFCE guidelines).

During the Work Term, the course coordinator will visit students at their workplaces. These visits will be scheduled throughout the work term and where possible, will be conducted with employers and relevant supervisors. Employers will be provided student evaluation forms in order to assess student performance during the Work Term. Employers and students are expected to use constructive feedback to discuss performance, expectations, and outcomes.

Upon completion of the Work Term, students are expected to compile a Work Term report, which is a portfolio of the work they have conducted with their employers complemented with a reflective report on the impact of the experience on their career. Given that students may complete their Work Terms near the start of the subsequent academic semester, students are to submit their Work Term Report by the third week of the semester following a Work Term.

Midterm and Final Examination Scheduling

There are no exams for Work Term Courses.

Course Co-ordinator Information

Note: This information will be completed before the syllabus is released to students.

Contact Information

TBD

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Course Co-ordinator Profile

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Ability to write and speak effectively and use graphic media to appropriately communicate on subject matter retlated to the architectural discipline both within the profession and with the general public.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 924.0

3.2 Title of course: Design-Research Thesis in Architecture

3.3 Total Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

3.4 Weekly Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

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

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):

N/A

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
No Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?
No Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

This is a graduate thesis. A formal presentation of the work will take place in lieu of a final examination.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

N/A

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009



College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes [X] (must complete section 6.1) No []

Basic information about the proposed course:

1. Department/Unit: Art and Art History College of: Arts and Science
2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ARCD 990.0

3.2 Title of course: Architecture Symposium

3.3 Total Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

3.4 Weekly Hours: Lecture: 0
Seminar: 0
Lab: 0
Tutorial: 0
Other: 0

3.5 Term in which it will be offered: T1 [] T2 [] T1 or T2 [] T1 and T2 [X]

3.6 Prerequisite: None

3.7 Calendar description (not more than 50 words):
N/A

4. Rationale for introducing this course:

This course is required for the proposed Master of Architecture degree program.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
No [X] Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?
No [X] Yes (Please attach correspondence) []

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): Master of Architecture students

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- Course objectives need to be clearly stated
 - Description of and Activities for Evaluation must be listed
 - Course Outline** (syllabus) with **Reading List** must be included
 - Percentage of Total Mark for each evaluation listed
 - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 45

7.2 From which colleges/programs: College of Arts and Science / Master of Architecture only

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

N/A

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

This course is proposed as part of the new M.Arch. program. Teaching and administrative requirements are being reviewed as part of that proposal.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Resources are being reviewed as part of the M.Arch. program proposal.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _____

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

Appendix I: Letters of Support



UNIVERSITY OF SASKATCHEWAN

College of
Arts and Science

ARTSANDSCIENCE.USASK.CA

November 2, 2016

The Chair, Graduate Programs Committee
c/o Dr. Martha Smith-Norris
Acting Associate Dean, College of Graduate Studies and Research

Re: Letter of Support for Masters in Architecture Program

The College of Arts & Science is pleased to strongly support the Masters of Architecture program proposal which has been created by Colin Ripley. The College's approval is conditional upon obtaining new funding for this program.

Attached please find the course proposals for the graduate level ARCD courses that will be required in the program. Please accept this letter in lieu of the college-level signature on each form.

We look forward to meaningful and creative consultation with the College of Graduate Studies and Research in establishing this program.

Sincerely,

Peta Bonham-Smith
Dean (Interim) and Professor

cc. Colin Ripley, Project Director, School of Architecture Initiative
Vice-Dean Academic, College of Arts and Science
Director, Programs Office, College of Arts and Science

RE: ENVS 201

1 message

Steelman, Toddi <toddi.steelman@usask.ca>

Thu, Oct 20, 2016 at 5:36 PM

To: "cripley@ryerson.ca" <cripley@ryerson.ca>

Cc: "Reed, Maureen" <mgr774@mail.usask.ca>, "Jones, Paul" <pdj055@mail.usask.ca>, "colin.laroque@usask.ca" <colin.laroque@usask.ca>, "Loring, Philip" <phil.loring@usask.ca>, "Steelman, Toddi" <toddi.steelman@usask.ca>

Colin,

SENS is very supportive of the proposed efforts related to the new School of Architecture. We look forward to building on our existing discussion and collaboration. We are especially excited about the prospect of having ARC students in our ENVS201 class—Foundations of Sustainability. The potential for a cross-appointment between ARC and SENS to pursue sustainability themes and co-teach is especially exciting to us. We look forward to seeing how this exciting initiative will continue to develop.

Toddi A. Steelman, Ph.D.

Executive Director and Professor,

School of Environment and Sustainability

329 Kirk Hall, 117 Science Place

University of Saskatchewan

Saskatoon, SK S7N 5C8

306 966 1499

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Bergstrom, Donald <don.bergstrom@usask.ca>
To: "cripley@ryerson.ca" <cripley@ryerson.ca>

Tue, Nov 1, 2016 at 10:41 AM

Hello Colin,

The purpose of this email is to confirm the support of the College of Engineering for the development of a School of Architecture on this campus. We believe that the School would be a natural partner for our college, and the potential sharing of select faculty resources and collaborations in both teaching and research programs hold significant promise. For example, we would welcome the opportunity to explore teaching some of the engineering content to architecture students with an approach that is not so calculus-centric. The opportunity to have faculty from the School share their special expertise related to design is also exciting. Finally, we expect that our research programs would converge on such themes as sustainable and energy-efficient structures for remote and indigenous communities. Overall, we are enthusiastic over the prospect of having a School of Architecture as a new academic partner on this campus.

Sincerely,

Don Bergstrom

➤ **Donald J Bergstrom, PhD, PEng**

Interim Dean

College of Engineering, University of Saskatchewan
Room 3B48, Engineering Building, 57 Campus Dr.

Saskatoon, SK **S7N 5A9**

Tel: (306) **966-5593** Fax: (306) **966-5205**

Email: engr.dean@usask.ca

Web: engineering.usask.ca

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Please think "Green" before printing this email

Support for Notice of Intent for a School of Architecture

1 message

Willoughby, Keith <willoughby@edwards.usask.ca>
To: "cripley@ryerson.ca" <cripley@ryerson.ca>

Mon, Oct 31, 2016 at 5:40 PM

Hello, Colin.

The Edwards School of Business is pleased to provide support in principle for the notice of intent to create a School of Architecture at the U of Sask.

Participating in this initiative would offer the Edwards School an important set of interdisciplinary opportunities.

All the best,

Keith

Keith A. Willoughby, PhD | Interim Dean and Associate Professor
Edwards School of Business | University of Saskatchewan
25 Campus Drive, Saskatoon, SK S7N 5A7

t: (306) 966-4786 | willoughby@edwards.usask.ca



February 9, 2017

Dr. Michael Atkinson, Interim Provost and Vice President Academic
204 Peter MacKinnon Building
107 Administration Place
University of Saskatchewan
Saskatoon, SK S7N 5A2

Dear Dr. Atkinson,

Re: Saskatchewan Association of Architects – Support for proposed School of Architecture

The Saskatchewan Association of Architects has been a strong supporter of the initiative to bring a School of Architecture to the province of Saskatchewan for some time and is pleased to be participating in the School of Architecture and Visual Art planning that the University of Saskatchewan has led. Our members have been solidly in support of this initiative both physically, in terms of 3 members participating on the Advisory Committee and several members on the Steering Committee, and financially through our commitment of matching funds to a level of \$267,500 to assist in the initiative.

Our SAA Council and membership has recognized the need and benefits that this School will bring the province, for many years now and over a number of years has enthusiastically endorsed the support of the pursuit of this worthy goal. The SAA and its members remain committed to the pursuit of this school and look forward to a successful approval by the University of Saskatchewan and the next steps toward making the School of Architecture and Visual Art a reality.

Should you have any questions regarding the SAA involvement or commitment, please do not hesitate to contact us.

Kind Regards,



Ray Gosselin, SAA, MAA, RAIC
President, Saskatchewan Association of Architects

April 19, 2017

University of Saskatchewan
2014 Peter MacKinnon Building
107 Administration Place
Saskatoon, SK, S7N 5A2
Attn: Dr. Michael Atkinson, Provost and Vice-President Academic

Re: Proposed Architecture Program, University of Saskatchewan

Dear Dr. Atkinson,

On behalf of the Canadian Council of University Schools of Architecture I can state that we enthusiastically support the creation of a new professional architecture program at the University of Saskatchewan. The establishment of an architecture program in Saskatoon would support the desire of the Saskatchewan Association of Architects to train and retain professional architects in the province. Further, a new professional architecture program will enhance design education and culture in the city and throughout the province.

Please contact me should you require further information.

Sincerely,



Graham Livesey, MRAIC, University of Calgary, Chair

and

Ron Kellett, University of British Columbia
Carlos Rueda, University of Manitoba
Anne Bordeleau, University of Waterloo
Jurij Leshchyshyn, MRAIC, Ryerson University
Jill Stoner, MRAIC, Carleton University
Martin Bressani, McGill University
Jacques Lachapelle, Université de Montréal
GianPiero Moretti, Université Laval
Diogo Burnay, Dalhousie University

**Appendix J:
Response from Planning and Priorities
Committee of Council**

From: **Calver, Sandra** <sandra.calver@usask.ca>
Date: Mon, May 2, 2016 at 2:55 PM
Subject: request to attend University Council on May 19 re: Architecture
To: "cripley@ryerson.ca" <cripley@ryerson.ca>, "Bonham-Smith, Peta" <peta.bonhams@usask.ca>, "Flynn, Kevin" <kevin.flynn@usask.ca>, "Gunn, Jill" <jill.gunn@usask.ca>
Cc: "Kalynchuk, Lisa" <lisa.kalynchuk@usask.ca>

Good day Colin, Kevin, Peta, and Jill,

On behalf of Lisa Kalynchuk, chair of the planning and priorities committee of Council I am writing to let you know that at its meeting on April 27 the committee carried a motion as follows:

MOTION That the planning and priorities committee supports in principle the intent to establish a School of Architecture at the University of Saskatchewan that would offer entry to practice programs in architecture and interdisciplinary programming if an academic home for the school can be found and concerns and questions about resources addressed.

A report from the committee containing the motion and accompanied by the notice of intent will be presented at the May 19, 2016 Council meeting. I am writing both to let you know of the report and to request that you attend the Council meeting, if at all possible, for the discussion of the report and to assist in answering questions.

Council meets at 2:30 pm, May 19 in the Neatby-Timlin Theatre in the Arts Building. I do not expect this item to be presented at the meeting until after 3:15 p.m. Once ready, I will send you a copy of the Council meeting agenda and the report.

If you have any questions, please feel free to contact me,

Regards, Sandy

Sandra Calver
Associate Secretary, Academic Governance
tel: [306-966-2192](tel:306-966-2192)

**Appendix K:
Response from the Proposer to the Academic
Programs Committee (BA, BFA, BMus) -
December 2016**

**Response to Questions from the Academic Programs Committee (BA, BFA, BMus)
December 2, 2016**

Dear members of the Academic Programs Committee,

I would like first to thank the committee for their review of the proposal and for raising questions that are likely to clarify and potentially improve the quality and viability of the proposal. In the following text I have responded directly to the questions posed by the committee, and have mapped out one or two variants that could be considered. In addition, I am looking forward to having the opportunity to discuss the proposal with the committee.

Question One: Why 132 credit units rather than 120 like most of our other programs? They noted that the program has 27 credit units of electives, so could have 12 less, and wondered if this arrangement is mostly to accommodate students coming into years 3 and 4 from other institutions (and therefore could be interpreted as penalizing U of S students who could just start working on the architecture material in second year).

There are a number of related questions in this concern. The simple answer is that yes, we could reduce the number of elective courses by twelve, but this would not be my recommendation for a number of reasons.

First, I would start by pointing out that professional programs, such as Architecture, typically have a heavier credit load than other disciplines. For example, Engineering programs at U of S typically have 144 credit units in their B.Eng. programs. In large part, this is due to the requirements set by the accreditation bodies, and especially due to the requirement that only courses taken by *all students* can be counted towards satisfying Performance Criteria. While accreditation in Engineering has been until recently based on input parameters (credit load), accreditation in Architecture is based primarily on student outcomes, which provides more flexibility in Architecture programs than in Engineering programs. Still, the list of required Student Performance Criteria that must be met is significant.

Chart One. Undergraduate components of professional programs in Canada: Analysis by curricular area

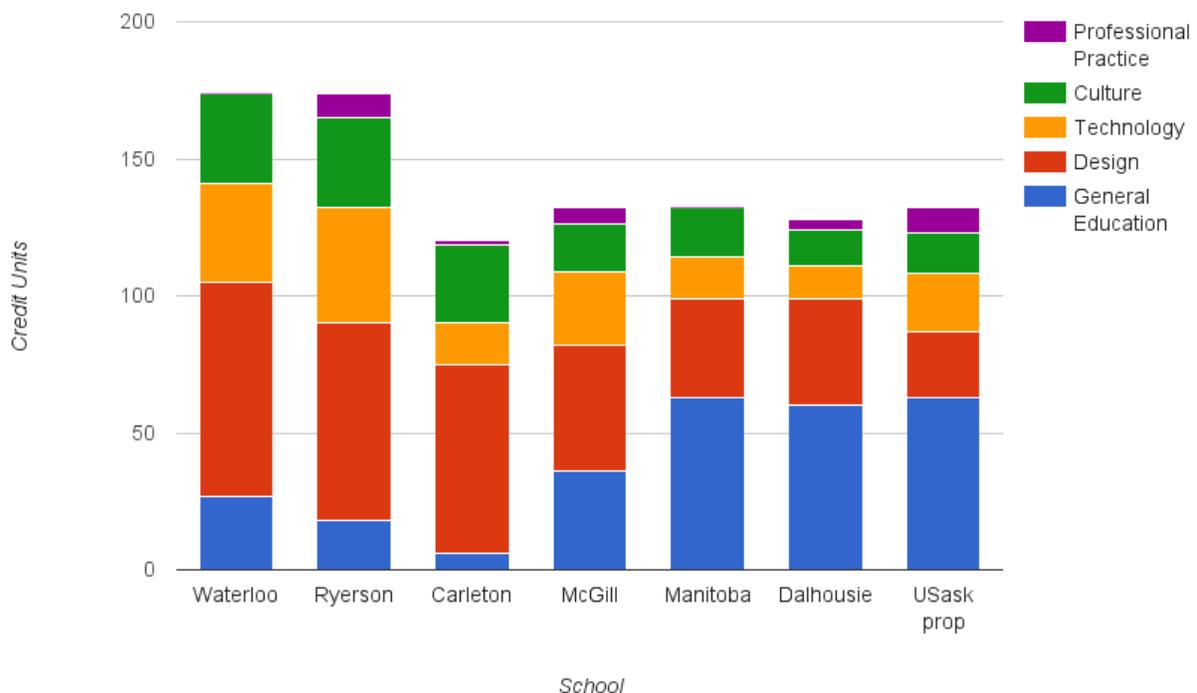
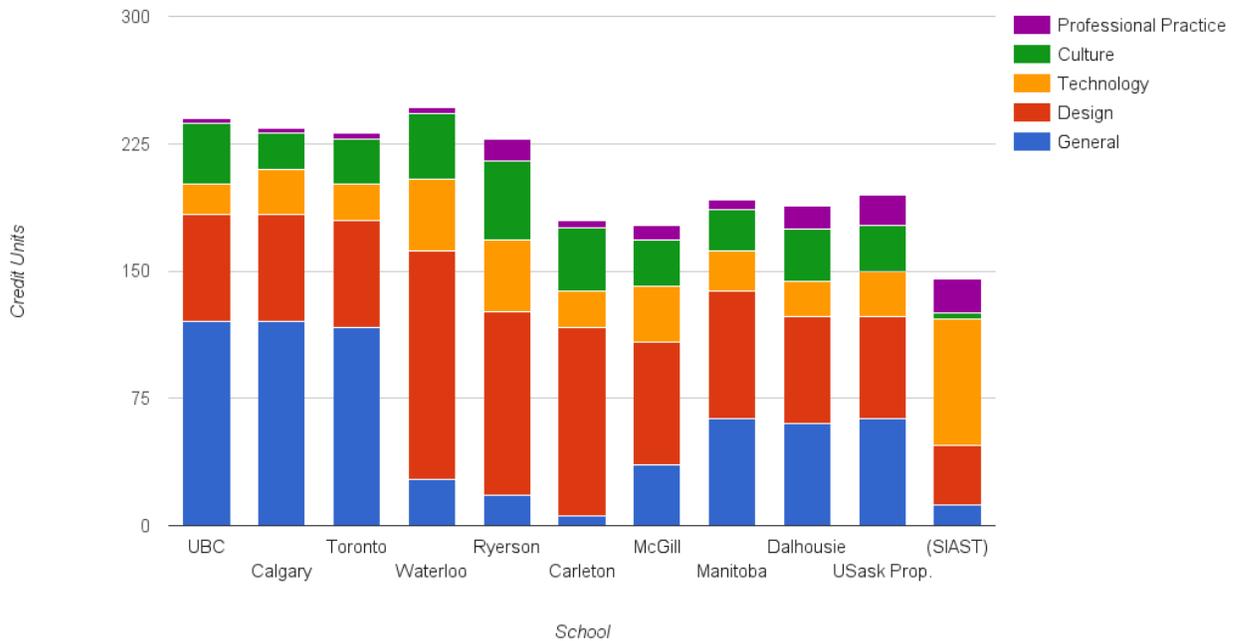


Chart Two. Professional Programs in Canada: Analysis by curricular area



Of the six English-language undergraduate programs in Architecture in Canada, two contain 174 credit units, while one has just 120 credit units. The other three - the three closest in form to the proposal - have either 128 or 132 credit units. These numbers are summarized in the charts below and on the following page, for the undergraduate degrees and for the professional programs as a whole (architectural accreditation is on the professional program - that is, the combination of undergraduate and Master degrees).

There are a few observations that can be made from these charts. The first is that the proposed UofS program, both at the undergraduate level and as a whole, is in general accordance with the programs at its closest peers. At the undergraduate level, the program is “light” in the area of design in relation to its peers, a matter which I will come back to shortly.

General Education, at the bottom of the chart, is an interesting component to note. Accreditation requires a certain amount of General Education in every program. Although the calculation is complex and can reach inside courses (which I have not done in these charts), in general it is accepted that between 1/4 and 1/3 of the professional program should be outside of the discipline of architecture. This poses a regular accreditation challenge for the Ontario schools, as is readily seen from the chart on this page. It also implies that for the UofS proposal we should have between about 48 and 66 credit units of General Education; in the current proposal we have 63, so reducing by 12 would still leave us within the ideal range.

The second reason for the additional credit units is the presence of studio in the program, and the proposal that studio is weighted as 6 credit units per term, rather than the normal 3 credit units. In other words, the program has the same number of courses as a normal 120 C.U. program, but four of those courses have a heavier weight. This again is a norm in architecture programs in Canada, although not mandated and not universal. In general, though, studio is weighted at .5 credits per hour of instruction. We could of course decide to weight studio at 3 C.U. per term, but in my opinion that would undervalue the studio.

What is universal, though, is the way in which studio and courses work together within a program in architecture. The norm is that a term is composed of studio plus between three and five other (3 C.U.) courses. The relationship between the courses and studio is often quite tight, even if there are no literal co-requisites, and the expectation is that all students will be taking the full suite proposed for the term and that suite has been designed so that studio and courses reinforce each other. When I say that this is the norm, what I really mean is that it is universal: all terms in all programs operate this way, and students who get “out of phase” for one reason or another tend to struggle.

In the current proposal, we have four of these terms, preceded by four “open” semesters. This is an established model, essentially the same as the one operated at Dalhousie and Manitoba, and the model determined by our working group back in April as most appropriate to U of S. There is of course the possibility of moving some architectural content back into second year, and indeed we have one course proposed then - but given the absence of studio, I would be reluctant to move much content back there.

On the other hand, I can certainly see the wisdom in moving to a “1+3” or perhaps “1.5+2.5” rather than the “2+2” model. As Chart One shows, the proposed program is lighter in content than its peers in the area of Design - and this has been a concern for me in developing this program. It could be worthwhile, for example, to develop one or two preparatory studios covering essential design techniques prior to starting the sequence of architecture studios. We already have this in place with INTS 111, but perhaps a more robust course or series of courses taught outside of architecture would be useful. We may also be able then to move some other architectural content back into this year, which could free up the upper year schedule somewhat. While I think this is a very interesting proposition that would likely make a stronger program, I am concerned that it would also likely increase the program’s resource requirements; even if such courses already exist at the University, the additional students from Architecture will likely require additional sections, additional instructors, additional space, and so on.

A further caution I would make about this idea would be that it essentially repeats what has become a very problematic feature at the University of Manitoba. Students there do one year of General Education in the University, one year of General Education in the Faculty of Architecture (which includes basic training in drawing, model-making, as well as composition, etc.), then choose from Architecture, Interior Design, or Planning for their final two years. Unfortunately, there is a continued struggle over the content and pedagogy in that second year. I was recently told by a faculty member at that school (actually the Head of the Department of Architecture at the time) that Architecture felt they needed to “untrain” students coming from that second year before they could start again. This does not mean, of course, that it is a bad idea, only that it has to be done with care. In some ways, maintaining as clear a definition as possible might make more sense.

Question Two: Are you open to adding a list of recommended, related courses (some were mentioned in Sociology, Economics, and Geography, but there are likely others) to the electives section, as a guide for students?

Absolutely - we have already discussed this. My understanding though is that such lists are not part of the formal approval process and would likely evolve as the program evolves. However, there is a caveat here too, as experience shows that having students from a broad and diverse range of backgrounds is highly beneficial. We should try to keep the first years as open as we possibly can within the University framework. Dalhousie, for example, simply requires two years of post-secondary coursework in any discipline at any institution, in order to maximize the variety of expertise coming into the program.

Question Three: Has the program development fully taken into account the courses already offered at the U of S, and achieved the greatest integration possible? This question was based both on resource concerns, and on the committee member’s belief that the program could/would be improved by exposing students to more perspectives than just from people with architecture qualifications. (I was not sure how much of the program must be taught by architects in order to secure accreditation.)

We have done a review of the courses already offered at the U of S in order to identify courses that would work well for the proposed program - although given the number of disciplines and courses offered we could always, of course, missed some likely candidates.

Integration with other disciplines is an interesting and complex question. First, I would say that I am not aware of a single instance of a core course in an architecture program in Canada that is served by a course already taught in another discipline. Even in instances where I have tried to organize this, after a short period of time the other discipline made the decision to offer the architecture students a separate section of the course with different pedagogy (and an additional instructor, removing any potential resource saving). Part of this always comes down to to logistics: with 24 hours or more of classes per week, architecture students have a full schedule with little flexibility to accommodate course taken with other disciplines. So, unfortunately, unless we have the strong commitment of the other discipline to offer a joint course, this approach is unlikely to be successful. In addition, architectural accreditation

relies on student output in order to evaluate success. Only courses taken by *all students* and that are under the effective oversight of the program can be included in the accreditation materials - which eliminates student choice in all areas except general education.

What is more, if we look at the core program for architecture, it is difficult to see more than a handful of courses that could plausibly exist elsewhere.

- Studio, for example, is the core course in which students learn how to design buildings. We have a very short sequence of studios in this program - six terms before the M.Arch. thesis - which in my experience is the minimum number needed to bring a student to a minimal level of competency - and we are trying to do a lot already, around indigenization and community.
- Architectural History and Theory is clearly, I think, a series of courses that should be taught by architecture, and a benefit that the program can bring to the University; again, we have a very short series of courses in which to manage all of the content that students need to know. A quick perusal of the proposed courses will show that they are densely packed. There is likely expertise in Art and Art History that can teach some of this content, but it remains specific to architecture. It might be possible to remove one of the five Architectural History and Theory courses and replace it with an Art History elective, but beyond that there is little room to manoeuvre.
- Technical courses are specifically around the design of buildings. While some of this content is certainly present at the University in other disciplines - particularly in Engineering - it will be taught very differently to engineering students than to architecture students, as the learning objectives will be very different and because architecture students have very different preparation than engineering students.
- This leaves a series of courses that we have labelled "professional practice." The first is an overview of the construction industry, and has significant content around the organization of the profession; this could be taught by another unit, but it is highly unlikely that it would already exist. The other two are more likely. The first is titled Collaborative Methods, and will be a unique course to U of S. This could be taught by faculty outside of architecture - indeed, it should - and we have started discussions with various entities about it (Wilson Catalyst Centre, Edwards School of Business, Ron and Jane Graham School of Professional Development). To date, though, we have not found an existing course that would do the job. Finally, we have "Design and Community," for which we have found a reasonable equivalent (PLAN 341.3) but in discussion with RUP faculty we were advised to design this as a new course at this point in time, and that in any case it would be a separate section for Architecture. Part of the issue here, as seems to always be the case, is that architecture students will have less preparation around such issues than planning students will.

However, this proposed program is remarkably open to non-architectural voices and perspectives. First, as the proposal currently stands, only one course in the first two years would be taught by architecture - almost 50% of the entire program is to be taught by other disciplines. In addition, although we have listed all new courses as ARCD, many of these will be taught by faculty from other disciplines, including Engineering, Art and Art History, Regional and Urban Planning, and the Edwards School of Business, or by faculty cross-appointed to these units. We also anticipate that studio (which is always team taught) will include on its teams faculty members from these and other disciplines.

In short, we believe that having a range of voices and perspectives for students is critical and have designed the program to be the most open, in that sense, of any program in Canada. I would not recommend reducing the disciplinary integrity of architecture in the program further.

Yours,

A handwritten signature in black ink, appearing to read 'CR', with a stylized flourish extending to the right.

Colin Ripley

Appendix L: Response to CGPS Programs Committee

Response to Questions from the Programs Committee, College of Graduate and Post-Doctoral Studies February 6, 2017

Dear members of the Programs Committee,

I would like first to thank the committee for their review of the proposal and for raising questions that are likely to clarify and potentially improve the quality and viability of the proposal. In the following text I have responded directly to the questions posed by the committee. I have also provided a revised copy of the proposal and of the syllabi reflecting these changes.

In addition, I would like at this time to advise the committee of a proposed change in implementation timeline that has come about following meetings with other groups at the University. While we continue to propose a start date of September 2018 for the Architecture program, we have moved the proposed start for the M.Arch. back to 2022 rather than the previous 2020. However, we believe for several reasons that it remains important to have both programs approved at the same time. The proposal has been revised to reflect this change of schedule.

In the proposal, new text is in orange, and text that has been removed is struck through. I will also supply a clean copy for the record once the Committee's approval process is complete.

Question One: Members wondered if the proponents may have invested too much effort trying to make the program unique. It was noted that the focus areas were extreme climates, indigenous architecture, and community centre design. Members wondered why traditional architecture was not part of the proposal.

Each architectural program in the world, and certainly in Canada, has a unique character or fingerprint. Some programs focus more on issues of culture, or design, or building technology. This difference is well understood by applicants to M.Arch. programs and therefore an important quality for a new program. Although the program is unique in its areas of concentration, it is structured to ensure a complete professional education that covers all of the Student Performance Criteria as expected by the accreditation board.

The three focus areas, as described in the proposal, are **design for extreme climates, community-centred design, and advanced manufacturing technologies in design and construction**. Please note that community-centred design means a design process that takes into account the needs of various communities and often works with the communities in collaborative and not simply consultative modes. These three areas were developed as the result of a series of consultations with members of the architectural profession in Saskatchewan, faculty members at U of S, and members of the general public. These three were proposed and accepted by the working group based on their relevance to the particular needs of Saskatchewan combined with their urgent relevance within broader architectural praxis.

The decision to have three areas of concentration is highly pragmatic and is based on the enrollment model. We anticipate three sections of studio, each with a maximum of fifteen students, as regulated by the accreditation board. With three areas of concentration, each studio section can represent one of the three. Traditional architecture was understood by the working group as a possible area of concentration, but not as urgent at this moment in Saskatchewan as the other three. This could of course change in time.

Question Two: Members questioned the connection for the proposed program with the Department of Art & Art History as it did not seem obvious. It seemed that the proposed program would focus more on aesthetics rather than structure.

It's understandable that people would want to know what the relationship is between Art and Architecture and would question the proposed School of Architecture and Visual Art. After all, in Canada, half of the Schools of Architecture sit within Colleges of Engineering, and architecture is often thought of by the public as a branch of engineering.

However, although architects have to understand technical issues like structures and HVAC systems, and we have a developed a program that we believe will be technically very strong, the questions architecture asks and its modes

of operation are more akin to the arts. This is not to say that architecture focuses on aesthetics – far from it – but rather than architecture deals with complex open-ended questions rather than the often precisely framed questions of engineering or science. For architects, technology is not an end goal, but one of a number of tools that will be used to address a given problem; I often tell my students that a building's structure is like the stretcher frame for a painter's canvas, or maybe more like the art of mixing colours – important, necessary, but not sufficient. Indeed, there have been a number of critics of late modern architecture who laid the blame for the perceived sterility and rigidity of late 20th century cities and buildings on the adoption of an overly technical approach to architecture and urban design.

In fact, historically, architecture has been considered to be one of the arts. The two most important Schools of Architecture in history – the Ecole des Beaux-Arts and the Bauhaus – were both art schools, as is the currently number one ranked architecture program in the world – at the Royal College of Art in London. Indeed, outside of Canada, architecture programs within or part of art schools are not uncommon – we could think of the School of the Art Institute of Chicago, the California College of the Arts, the Savannah College of Art and Design – three of the most innovative (including technically innovative) emerging programs in architecture in the United States.

It has been my personal experience that when Schools of Architecture are within Colleges of Engineering, the arrangement is purely administrative – a marriage of convenience. That is certainly the case at Ryerson University, where I teach. There is little, if any, collaboration between architecture and engineering, either in research or in teaching. Engineering students do not take architecture courses, and vice versa. Curricular issues within architecture are not discussed at College-level committees, but approved directly by the Dean (who only questions on financial grounds) and passed on to University-level committees. Tenure and promotion committees at the College level tend to rubber-stamp Departmental committee decisions – or alternatively reject them out of hand - because the engineers recognize that they don't know enough about the research culture in architecture to make reasonable decisions. Researchers in architecture get little support from the College – largely because they don't have NSERC grants. And I could go on, but there is little point.

The reason for this, I believe, is that while engineering and architecture share a superficial form – they are both professional disciplines with strong accrediting bodies – they do not share a mandate, disciplinary practices, or pedagogical traditions. In these three ways, architecture has much more kinship with the arts:

- A mandate to respond to difficult questions (around the built environment) through the making of things.
- Disciplinary practices based primarily in drawing; primary research funding sources of the Canada Council for the Arts and SSHRC; an emphasis on exhibition and books over journal papers.
- A pedagogical tradition based in Studio education.

There are a number of practical reasons why Art and Architecture might make sense at the University of Saskatchewan. First, Art and Art History already offers a number of courses in History of Architecture; the recent retirement of Keith Bell, who taught those courses, open an opportunity to develop a suite of courses that would serve both areas. Second, the Department of Art and Art History already has a growing interest in design, with new courses added recently in Design and in Visual Culture, spearheaded by recent hire Jon Bath. Third, Art and Art History already offers studio courses; although these are not architecture studios, they could provide useful context and cross-over; likewise, art students may be able to benefit from the architecture studios. Art and Art History also has two faculty members with architectural experience (John Graham and Alison Norlen); as a result, there is already a core of staff in the new unit (School of Architecture and Visual Arts) with architectural expertise who will be very helpful in the start-up phase, while Architecture is staffing up, and will be crucial in developing cross-unit collaborations in teaching and research in the long run.

However, there is a strategic reason for the connection between Art and Art History and Architecture that is in my mind even stronger. While the architecture program itself could frankly sit almost anywhere at the University – in Arts and Science, in Engineering, as part of SENS, as an independent School, even possibly in the Edwards School – this proposal allows us to leverage the creation of a program in architecture to produce something even bigger and more exciting – the School of Architecture and Visual Arts. In a recent email, Ryan Walker from Regional and Urban Planning at U of S explained it like this:

It's interesting – two very distinct but related items: 1) an architecture program – the province needs one, the university wants one, good stuff in its [own] right no matter what its container; and 2) a

School of Architecture and Visual Arts – a great space focused on making, visual arts, architecture, downtown, a facility that fosters creative collisions across the visual arts and architecture, and that has a high in-reach potential (a term I first heard from Colin Ripley a while back), etc. Separate but related items. One appeals to a strong industry and education case – need for a new architecture program in province. The other appeals to a whole variety of creative city, downtown revitalization, visual arts facility, architecture facility, university’s role in the civic life of the city....etc etc. To me, the second is far more interesting than the first. To others, the first is more interesting than the second.

So the School of Architecture and Visual Arts is good for architecture, but it’s also good – potentially transformative – for Art and Art History. And as a result, good for the University.

Question Three: There was reference to an “extended Master of Architecture” program, and members were curious about how that would work. It seemed that applicants that had an earned Bachelor of Design degree could enter the master’s program and begin master’s level programming, while other applicants would begin with the final 2 years of the undergraduate program. The admission requirements for the proposed master’s program would need to be clarified. It did not seem to make sense to have a student admitted to a master’s program when 2 years of undergraduate coursework would need to be completed. The notion of an “extended” master’s program seemed to be suggested as a mechanism to provide assurance of acceptance to the master’s program. It was noted that students requiring 2 years of undergraduate coursework should be properly admitted as undergraduate students.

We believe we have resolved the issue satisfactorily. Applicants with previous degrees outside of architecture will be admitted to the final two years of the B.Des. program and will re-apply to the M.Arch. on completion of that program. This issue is handled differently at each institution, and I think this is an acceptable solution.

Question Four: Accreditation was questioned with members wondering if graduate and undergraduate level programming both had accreditation requirements.

The Canadian Architectural Certification Board (CACB). which accredits architectural programs in Canada, does not distinguish between the undergraduate and graduate programs, but considers them as parts of a single Professional Program in Architecture. It is the Professional Program that is accredited. As a result, the accreditation requirements apply to both the undergraduate and graduate programs, and the two programs will need to work together to achieve accreditation.

Question Five: For the 924 course indicated, it was not clear if that should have been listed as 994 to represent thesis work.

This is a typo and has been corrected.

Question Six: For the 834 course, it seemed to be a literature review for the thesis work. Credited coursework was not to be part of thesis work.

Understood. This course was intended to be a support course for the thesis, which my experience with architecture students tells me would be a good thing. We will remove the course and put the content into the thesis. In addition, we would then move ARCD 845.3 *Business Practices in Architecture* from Semester 4 to Semester 3.

Question Seven: Overall, information was lacking in the course syllabi.

I have reviewed the syllabi once more and made some miscellaneous corrections and clarifications. Any information from the committee about what information is missing would be helpful. As faculty have not yet been hired for this program - and can;t be until this approval process is complete - information about instructors cannot be provided at this time.

However, I would remind the committee that the earliest date that any of these courses will be offered is 2022, and that the instructors will not be hired at U of S for several years. As a result, we anticipate that each of these courses

will be modified, in some cases significantly, before they are actually offered, and we will follow the appropriate processes and approval mechanisms at that time.

Question Eight: For the thesis requirement, information was absent. Much more detail on requirements and advisory committee composition and support was needed.

My apologies, I was led to believe that this would not be required at this stage. In what follows I have tried to outline the requirements and expectations. In general, the thesis will follow the procedures and rules set out by the CGPS, with minor modifications (listed below) to accommodate the specific traditions with architectural education. Please note that the first thesis student will begin in 2024, and all policies will be reviewed with GCPS before that date.

The M.Arch. Design | Research Thesis

The Design | Research Thesis in the Master of Architecture program is the culmination of a student's professional studies in Architecture. It comes out of a dual tradition of long-standing history. On the one hand, the Thesis stands in the tradition of the medieval guilds and the Masterpiece, the work of art or craft that was judged to be of sufficient quality and skill to elevate its creator to the role of Master.

On the other hand, it comes out of the lineage of the academic thesis, also of medieval origin - the moment at which the young scholar stands in front of those who have been his or her teachers to defend, no longer as student but as colleague, a position grounded in knowledge and research.

The Thesis is a single work comprised of a written and a design component. One could think of it as a report illustrated with design work, or a design project supported by explanatory text. In either case, the two components must work together to create a single entity.

Regardless of how the thesis is framed, a student is required to demonstrate mastery of the various skills and abilities that have been developed over the course of the Professional Program and that are commonly used in professional practice in architecture.

Calendar Description (if required): Working closely with a faculty supervisor, students will carry out independent research on an approved topic within the field of architecture, resulting in the development of a thesis report and subsequently a critical project. The student will be required to publicly present the thesis report, which forms the critical, historical, and theoretical basis for the thesis. A comprehensive review of literature and relevant works will form a core component of this report. The thesis project must be grounded in architectural praxis, but is not limited to the design of a building. The thesis culminates in a public juried presentation.

Thesis Committees

Each student will have a Master's Advisory Committee made up of the following three members:

- Advisory Chair - Shall be the Graduate Program Director or designate.
- Supervisor - A member of the faculty of the CGPS (adjunct professors included) but cannot be a Professional Affiliate.
- Second Reader - Must be a member of the faculty of CGPS, an adjunct professor, a Professional Affiliate or be granted permission by the Dean, CGPS.

Students are expected to meet with their Supervisors on a regular basis, nominally once per week. Meetings with the Second Reader will typically be less frequent, while the Advisory Chair is normally involved only at formal milestones. Committees are to be formed before the end of the first semester of the M.Arch.

Thesis Milestones

Each student will be required to complete a series of milestone presentations, all of which are conducted as public presentations, as part of the thesis work. Students who are unsuccessful in any milestone will require additional time - at least an additional semester - to complete the program.

Thesis Proposal - students are required to present a proposal for their thesis work to their advisory committee no later than the end of the second semester. The proposal is a brief document (approximately five pages in length) that situates the proposal within a body of literature and practice, offers a theoretical position in relation to the topic, and proposes a coherent methodology and process.

Interim Presentation - Near the end of Semester 3, students will present their work-in-progress to their Advisory Committee and will submit a draft of the written components of the work.

Substantial Performance - Mid-way through Semester 4, students will be required to provide evidence that the work is sufficiently advanced to proceed to a defence. Normally this evidence is to be provided in the form of a presentation of the work.

Thesis Defence - Normally takes place at the end of Semester 4, culminating in an exhibition of the work.

Examination Committees

The Examination Committee, or jury in architectural language, will be comprised of the Advisory Committee plus one or (normally) two external examiners. Normally, one external examiner will be an academic in architecture from another University, while the other will be a leading practitioner. Approval of CGPS is required for all external examiners outside of the U of S.

Submission of Thesis

The Supervisor is responsible for verifying that all comments and corrections arising from the defense have been addressed before the Thesis is submitted. The thesis must follow the requirements of CGPS in terms of format, etc.

Question Nine: Throughout the proposal some of the nomenclature may have caused misunderstandings, such as research paper versus essay, etc.

I have reviewed the proposal, including the syllabi, to try to clear up any questions of nomenclature. In general the term "essay" was used in the document not to refer to a specific form but as generic term for any primarily textual form. I have replaced it with more specific terms such as "research paper", "report", "position paper" or "critical analysis" wherever possible, and have reserved the term "essay" to refer to a speculative form that relies largely on the writer's opinion rather than critical analysis or research.

Question Ten: Members wanted to see a very concise and specific view of the programmatic requirements.

This list is on page 20 of the Proposal document, and is repeated below:

Master of Architecture

- Students must maintain continuous registration in ARCD 990
- A minimum of 36 credit units total
- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animals
- ARCD 901.0 Co-operative Education in Architecture II
- ARCD 902.0 Co-operative Education in Architecture III
- ARCD 990.0 Architecture Lecture Series
- ARCD 994.0 Design | Research Thesis in Architecture
- 12 credits studio:
 - ARCD 811.6 Studio in Architectural Research
 - ARCD 821.6 Comprehensive Design Studio
- 24 credits core courses:
 - ARCD 814.3 Research Practices in Architecture
 - ARCD 824.3 Urban Systems
 - ARCD 812.3 Structures II
 - ARCD 822.3 Integrated Systems
 - ARCD 815.3 Professional Practice in Architecture
 - ARCD 825.3 Architectural Project Management
 - ARCD 845.3 Business Practices in Architecture
- 6 credit units electives at the 800-level or senior undergraduate, as approved by Supervisor

Question Eleven: It was expected that there would be letters of support from the UofS Director of Aboriginal Initiatives and the Saskatchewan Architecture Association. Members were curious about the status of those letters.

I had not requested letters of support from either of those groups, although both have been intensely involved in the design of the program. Both groups (Janelle Unrau, Executive Director, SAA; Candace Wasacase-Lafferty, Director, Aboriginal Initiatives) have promised to provide letters. I have attached the letter from the SAA and will forward the letter from Aboriginal Initiatives when I receive it.

Question Twelve: Members were concerned with the significant resources required to manage the program, and how those resources may be secured.

The University's financial projections show that under the current funding regime, the program will operate with a small annual positive net revenue, as shown in the financial analysis included in the Proposal. We are currently coordinating with the University around start-up and capital costs. Even if approved at this committee, the program will not be launched until these issues are resolved.

Please let me know if I can be of further assistance to the Committee. I would be pleased to meet with the committee if an appropriate date can be found.

Yours,

A handwritten signature in black ink, appearing to read 'CR', is written over a light grey rectangular background.

Colin Ripley

**Appendix M: Response from Provost's
Committee on Integrated Planning (PCIP)**

August 31, 2017

Peta Bonham-Smith, Dean, College of Arts and Science
Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

Dear Peta and Gordon,

SUBJECT: PCIP letter of support for the School of Architecture and Visual Arts

I am writing today on behalf of the Provost's Committee on Integrated Planning (PCIP).

On June 26, 2017 PCIP met and discussed a Proposal for the School of Architecture and Visual Arts (SAVA). The proposal laid out the structure and financial impacts of the academic programming for the proposed new school as well options for the related capital costs associated with opening and running the school. PCIP was very supportive of the proposal but recognized the considerable challenges both financially and politically of opening a new school at this time. In PCIP's view, the proposed first intake of Bachelor of Design students should be deferred until Sept 2019 to allow more time to better assess capital alternatives. PCIP committed to providing funding to continue leadership of the project (Colin Ripley) and further develop programming details and to provide additional financial support to develop design work for the John Deere Plow Building or alternate capital structure.

Further assessment of capital options, including fundraising are expected to happen concurrently to progress on academic development and approvals. PCIP considers Academic Programs Committee (APC) approval a necessary step towards the eventual procurement of sufficient resources for the establishment of SAVA.

The members of PCIP appreciate all of the hard work that has and continues to go into this proposal.

Regards,



John Rigby
Associate Provost

c: Anthony Vannelli, Provost and Vice-President Academic
Greg Fowler, Vice-President Finance and Resources
Colin Ripley, Project Director
Judy Yungwirth, Director, Infrastructure, Planning and Land Development
Alexis Dahl, Director of Programs Office, College of Arts and Science
Jen Freeman, Manager, Financial Strategy and Planning, Office of Intuitional Planning and Assessment

Appendix N: Summary Handout



Summary:

Proposal for a Professional Program in Architecture

B.Des. (Arch.) + M.Arch.

April 30, 2017



A SENSE OF PLACE



COLLABORATION AND COMMUNITY



THE IMPORTANCE OF MAKING

PICTOU LANDING HEALTH CENTRE
RICHARD KROEKER DESIGN



AN ENTREPRENEURIAL SPIRIT



**A MEANINGFUL ENGAGEMENT WITH
INDIGENOUS WAYS OF KNOWING**



Good for the University

A School of Architecture will provide innovative teaching in a newly emerging field (design), at a time when that field is becoming more and more prominent in society as a whole. The School will contribute significantly to the discovery mandate of the University, especially those aspects of discovery that relate to the University's focus on a Sense of Place. And by building and maintaining a significant range of outreach activities, the School will help to bring the University and the community together.



Good for the City

Image: SAVA - John Deere Plow Building, Saskatoon.
Design by Ryerson architecture student Joseph Costanza.

A School of Architecture will help to nourish the emerging design industry in Saskatoon. It will help the city, one of the fastest-growing in the country, to develop a critical vision around the construction of place and to grow in healthy and meaningful ways. And by locating the School in the City, SAVA will help to bring the U of S and Saskatoon together as partners in creating our future.

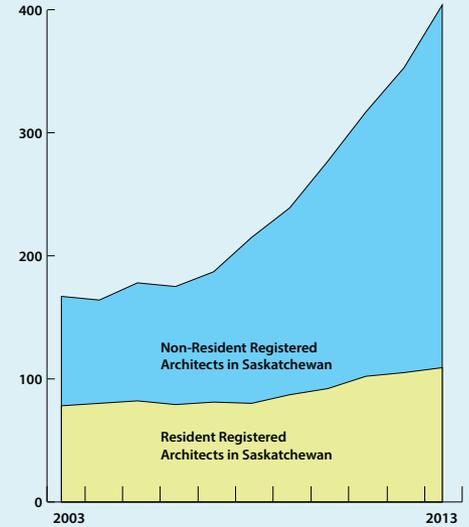
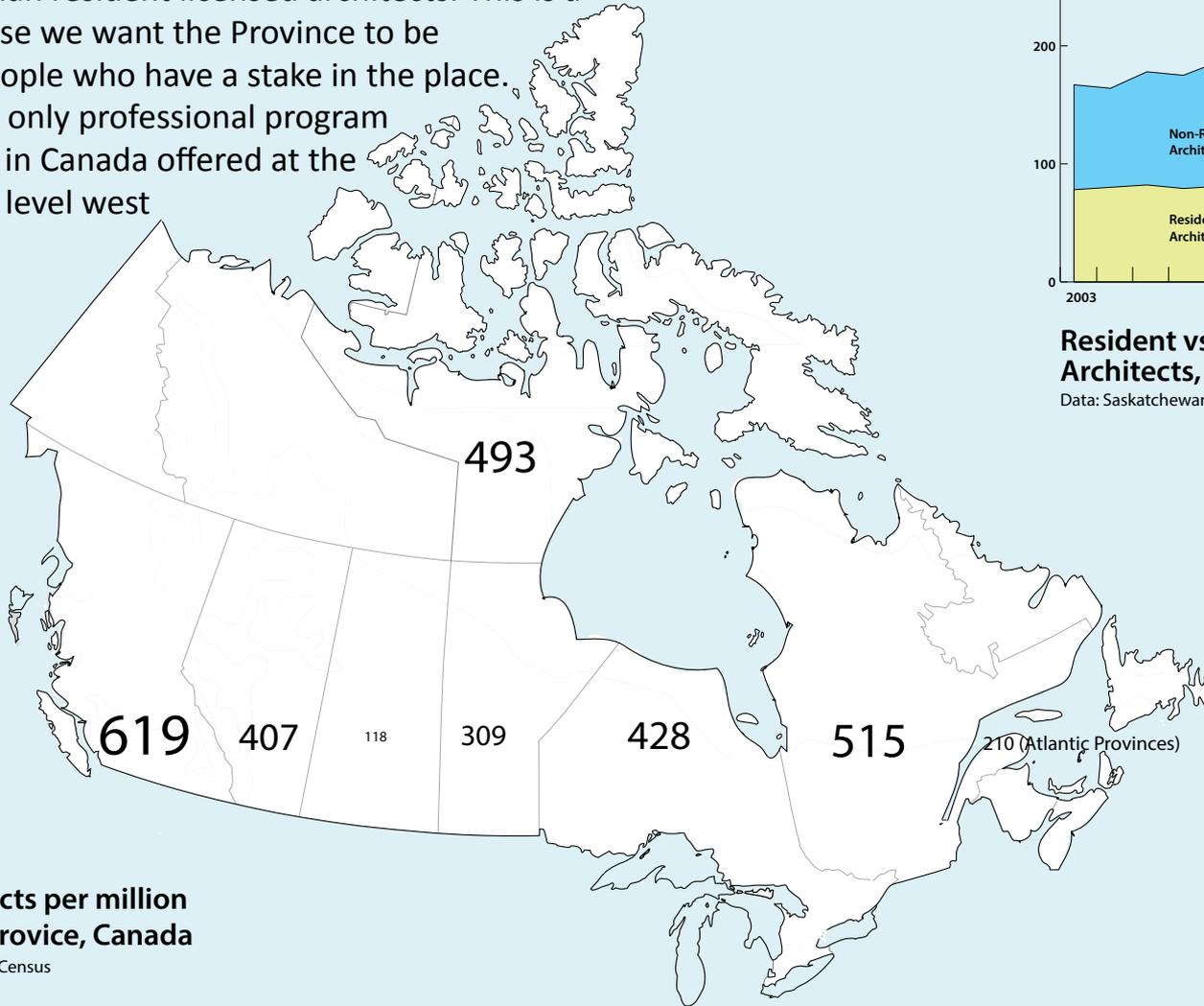


Good for the Province

A School of Architecture will provide new career and personal development opportunities to its young people. It will also assist communities in the Province in their development by fostering interest in and knowledge about design and the quality of place. Further, it will help economically in assisting in the development and growth of a design industry in Saskatchewan. And perhaps most importantly, it will allow the Province to be designed and built by Saskatchewanians.

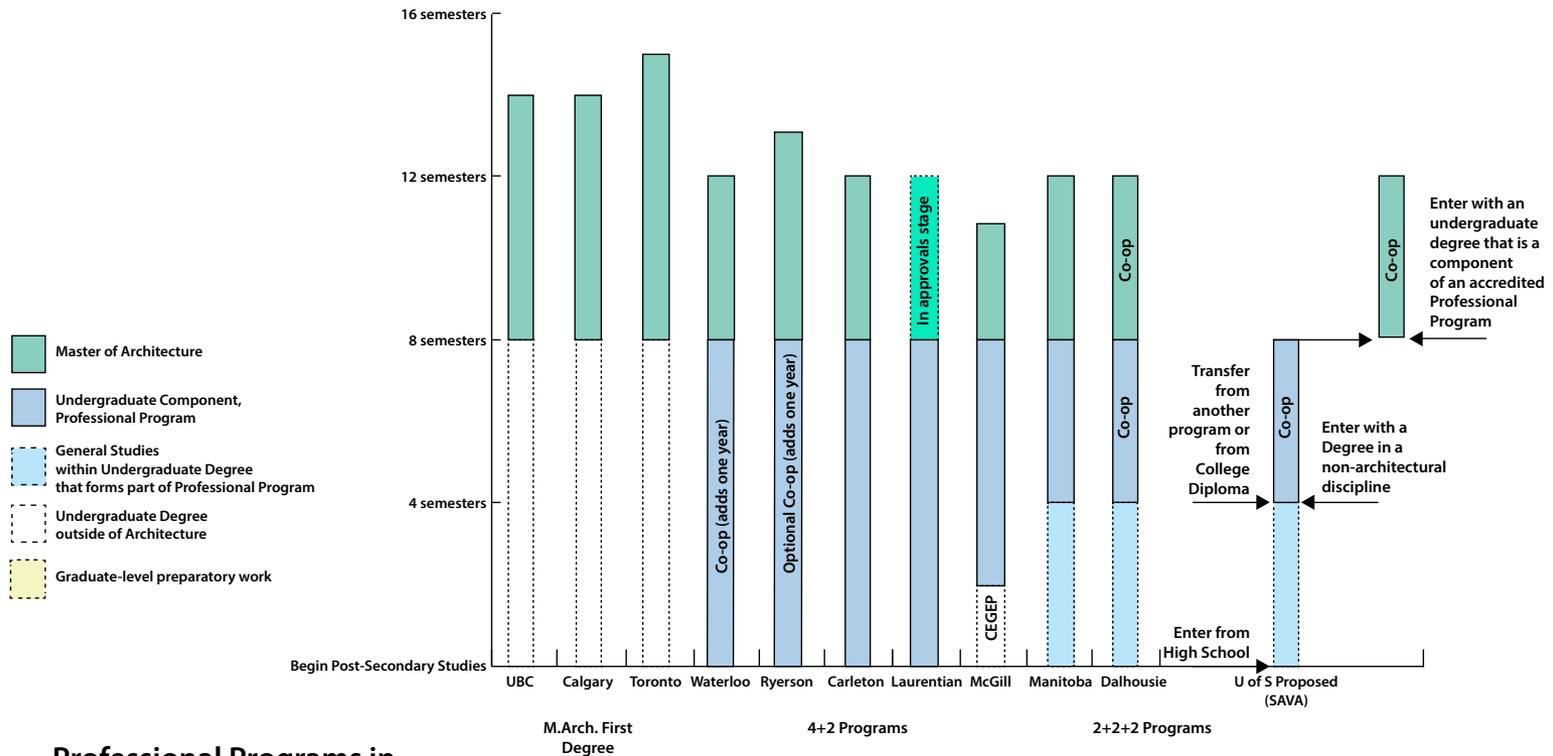
Architecture in Saskatchewan

- In Canada, only Newfoundland has fewer architects per capita than Saskatchewan.
- Saskatchewan is the only province in Canada with more non-resident than resident licensed architects. This is a problem because we want the Province to be designed by people who have a stake in the place.
- This will be the only professional program in Architecture in Canada offered at the undergraduate level west of Winnipeg.



The Proposed Program is:

- A professional degree in Architecture, B.Des. (Arch.) + M.Arch., accredited by the Canadian Architectural Certification Board. College of Arts and Science Faculty Council votes on the B.Des. (Arch) program only.
- Structured using a “2+2+2” model, similar to the architecture programs at Dalhousie and Manitoba. This model allows multiple pathways into the professional program.

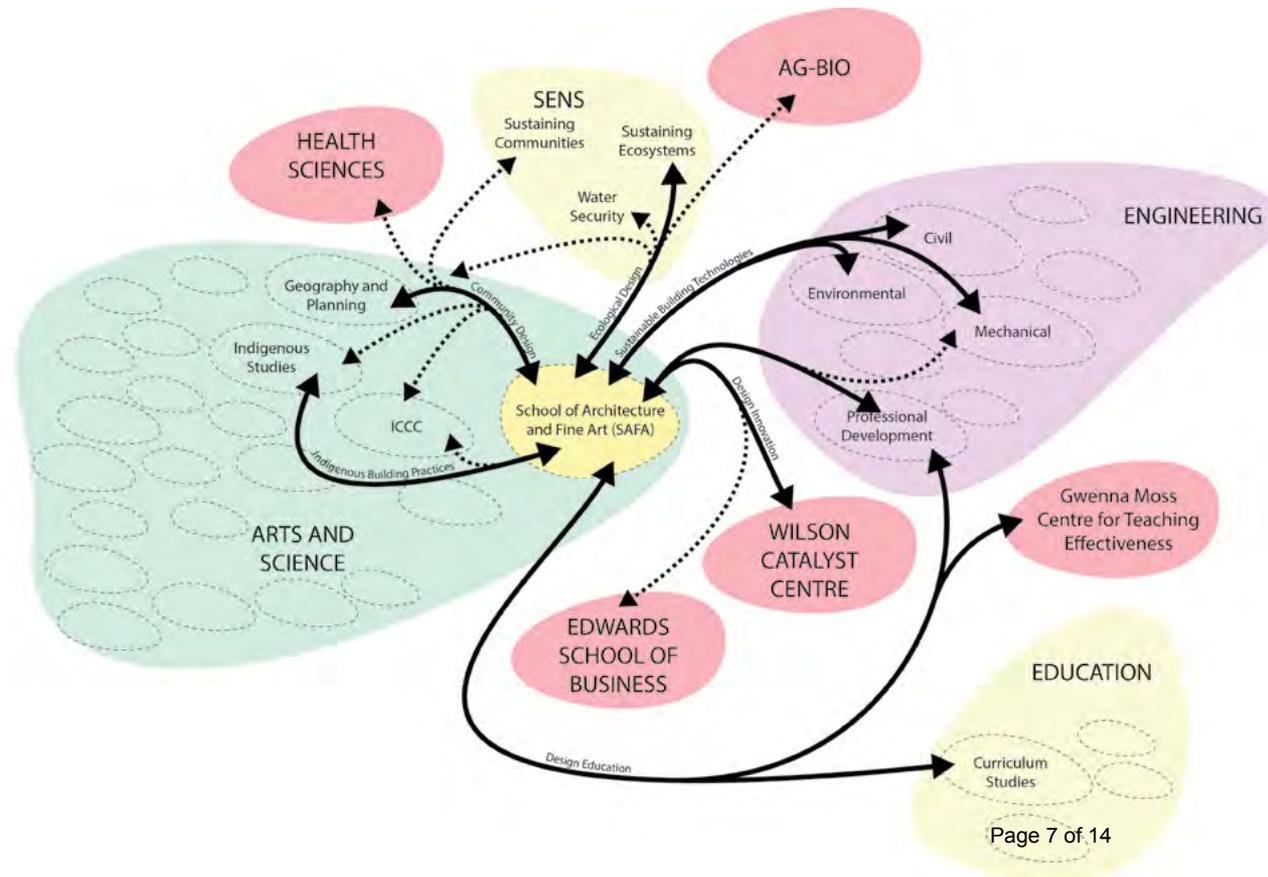


Professional Programs in Architecture in Canada, by Program Type

Data: Program Websites

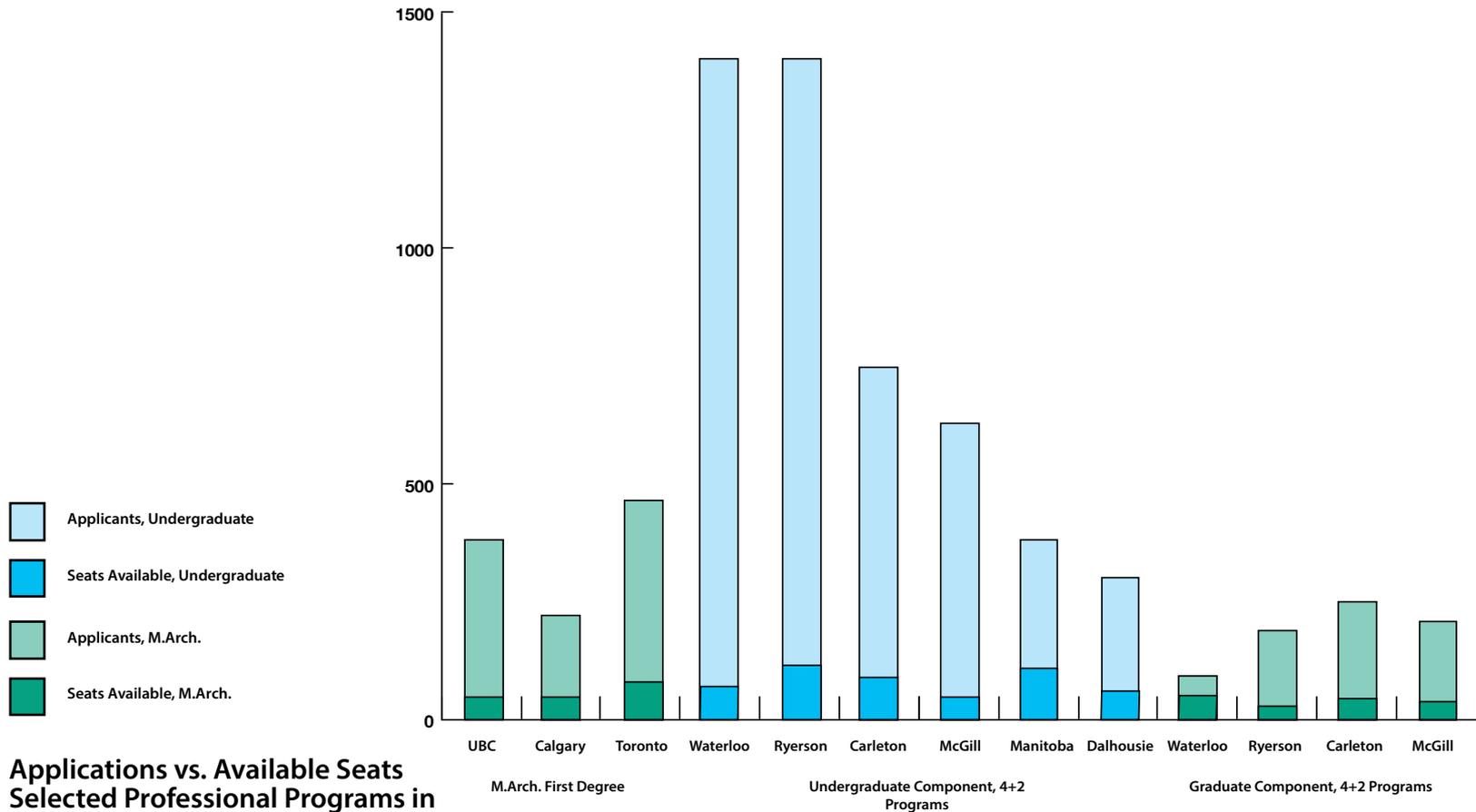
School of Architecture and Visual Arts

- SAVA will be a re-naming of the Department of Art and Art History to accommodate a program in Architecture. SAVA will operate as a Department within the College of Arts and Science.
- The connection with Art and Art History will be unique in Canada, although a frequent and powerful connection seen elsewhere in the world. Arguably, the two most important programs in architecture in history were both part of schools of art.
- The program has been developed on a collaborative model, and will develop strong links (in teaching, research and service) to other units across the campus.
- The proposal has been developed using a broadly collaborative process involving people from across the campus and the community.



Enrollment

- Applications to architecture programs in Canada are very high, and the program has been designed to maximize input streams.
- The program anticipates enrolment of 45 students per year.
- Students will come from a number of backgrounds: High School, other Degrees, other Schools of Architecture, Polytechnic programs.



Applications vs. Available Seats Selected Professional Programs in Architecture in Canada

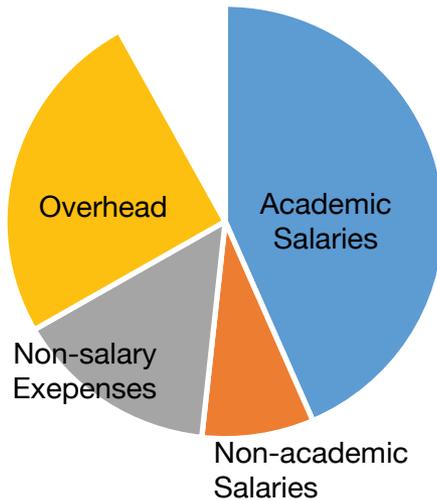
Data: Miscellaneous: Compiled from telephone survey and private communications

Proposal Timeline

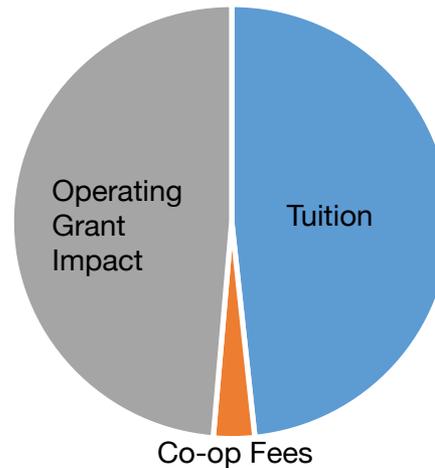
- Implementation of the program will be decided by the University based on a number of factors, including financial viability.
- Implementation will not occur before the program resources - including capital costs for new facilities - have been resolved.
- The dates in the right column provide the earliest possible dates for each event.
- **2018, September:** First intake into Year 1 (General Arts and Science)
- **2020, September:** First full semester of Architecture (and first significant program expenses)
- **2020, September:** New facilities open (dependant on fundraising activities)
- **2022, September:** M.Arch. program starts
- **2024, August:** First students complete the professional program
- **2025, July:** Initial Accreditation (backdated by two years to allow for first graduates)

Using the TABBS model, this proposal is expected to generate a positive net revenue for the College of Arts and Science.

- The program has a yearly proposed direct budget of just under \$3,000,000 annually.
- We expect a faculty complement of 11 FTE for instruction and administration. Not all new positions will be in SAVA.
- Staffing and budgets will grow to full maturity, with the full \$3,000,000 not needed until the 2023-24 academic year.



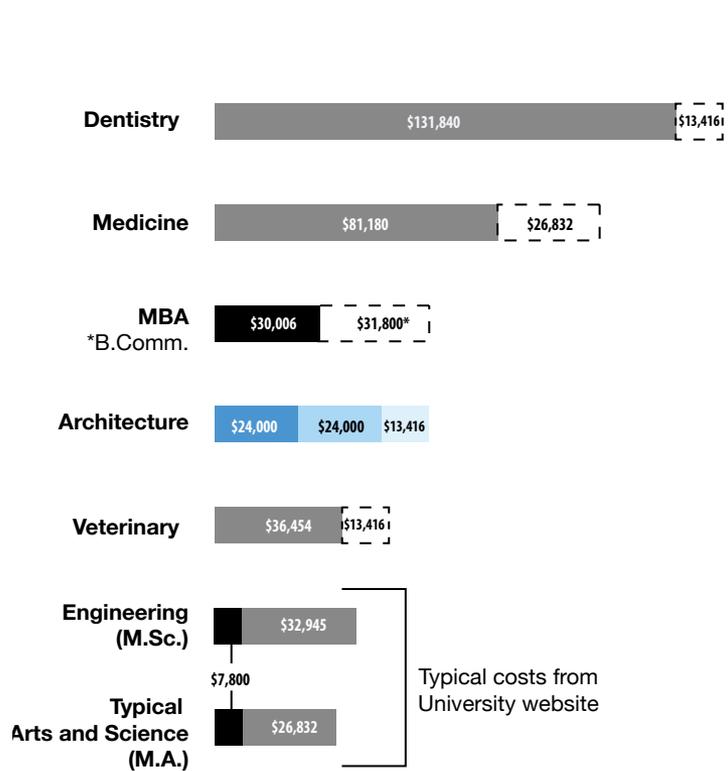
Anticipated Expenses
Direct Costs: \$2,980,000
Total Costs: \$4,110,000



Anticipated Revenues
Total Revenues: \$4,470,000

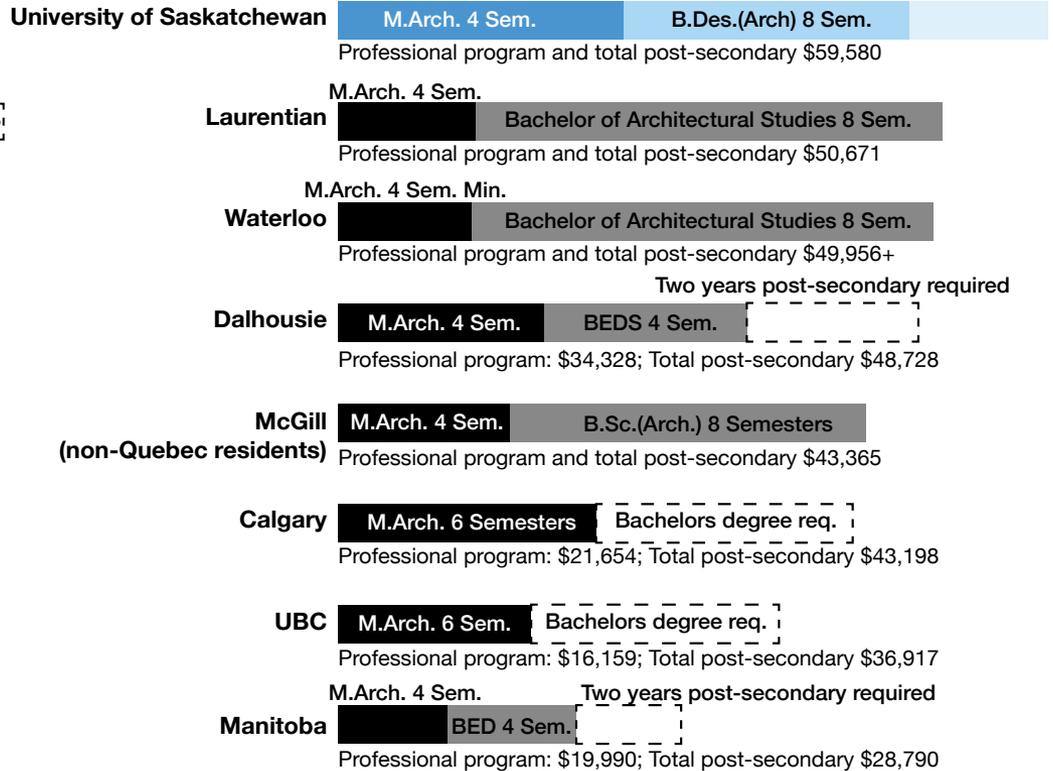
Finances and Resources - Tuition

- Tuition has been set at \$12,000 annually. This is higher than most Arts and Science programs, but compares well to other professional programs at U of S and to other programs in architecture across the country.



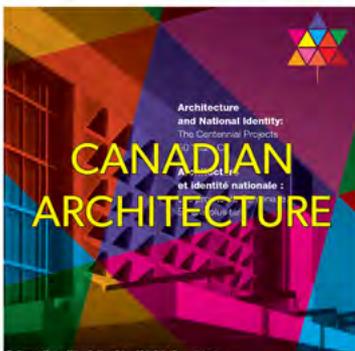
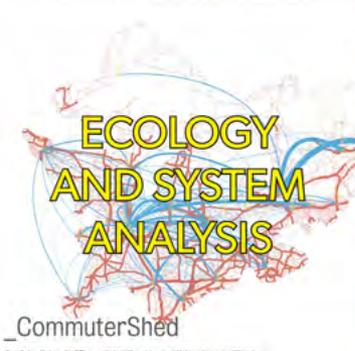
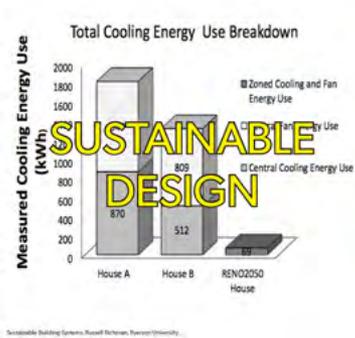
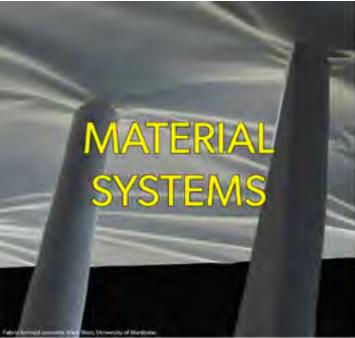
Tuition Comparison Selected Programs, U of S

Data: Program and University Websites



Tuition Comparison Architecture Programs, Canada

Data: Program and University Websites



Discovery and Outreach

Architecture faculty will carry out and collaborate in research activities in many different areas, and across the University.

SAVA will also have an important mandate for service to its communities – for outreach and inreach. This program has been designed with a particular emphasis on this aspect of architectural education.



The program is proposed to be housed in the renovated John Deere Plow building, pending fundraising from outside the University. The City of Saskatoon is an enthusiastic partner in this venture and sees the location of the program in the north downtown as critical to the development of the area.

The program will maintain a presence on campus in order to encourage and facilitate synergies and linkages across the University.

The Proposed Program will include:

- An integrated Co-op program accredited by CAFCE (Canadian Association for Co-operative Education).
- Integrated Design-build activities.
- Opportunities for Study Abroad.



Canadian students in Venice



Canadian student on a building site in a Brazilian Favela



Culture of Outports, ERA Architects with Ryerson university.



North House, Solar Decathlon Entry, Team North (University of Waterloo, Simon Fraser University, Ryerson University Engineering)



Canadian students building a school in Ghana

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Terry Wotherspoon; Chair, Academic Program Committee

DATE OF MEETING: October 19, 2017

SUBJECT: Certificate of Proficiency in Jewish and Christian Origins and termination of the minor in Jewish and Christian Origins

COUNCIL ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The Academic Programs Committee approved the conversion of the minor in Jewish and Christian Origins to a Certificate of Proficiency in Jewish and Christian Origins at its October 4, 2017 meeting, effective May 2018.

The College of Arts and Science proposed to convert the existing minor in Jewish and Christian to a certificate of proficiency to revitalize and promote the option for undergraduate students. With numerous course deletions in History and Archeology and changes in the Department of Linguistics and Religious Studies (formerly the Department of Religion and Culture), it has been difficult to publicize and maintain the minor. The reclassifying of the minor into an interdisciplinary certificate will allow those who pursue the program to emerge with a tangible academic credential.

Additionally, the certificate would be useful for M.A. students in a variety of disciplines who have little or no background in Religious Studies. By converting the minor to a certificate of proficiency, it makes the program more accessible for graduate students and provides a clear option for graduate students seeking a better grounding in the history, methodology and scope of the Religious Studies discipline.

Students must be admitted to a college at the U of S in order to enroll in the certificate.

With the approval of the Certificate of Proficiency in Jewish and Christian Origins, APC also approved the termination of the minor in Jewish and Christian Origins.

ATTACHMENTS:

1. Proposal of Certificate of Proficiency in Jewish and Christian Origins
2. Report Form for Program Termination – Minor in Jewish and Christian Origins



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Jewish & Christian Origins

Field(s) of Specialization: Jewish & Christian Origins

Level(s) of Concentration: Certificate of Proficiency

Degree College: Arts and Science

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

Mary Ann Beavis
Professor, Department Head, Religion and Culture
St. Thomas More College
mbeavis@stmcollege.ca
306-966-8933

Proposed date of implementation: May 2018

Proposal Document

Academic justification:

The purpose of this proposal is to convert the current Minor in Jewish and Christian Origins to a Certificate of Proficiency Program. The Minor was created in 2007 in order to configure the offerings of the Department of Religion and Culture in biblical and related studies in a way that would highlight their relevance in western culture and religion, together with related courses from other disciplines (notably History and Archaeology), providing “an interdisciplinary approach to the academic study of the origins, development of and cultural impact of two world religions, Judaism and Christianity, from their beginnings in ancient Israel to the parallel developments of rabbinic Judaism and emergent Christianity subsequent to the first Jewish War of 70 C.E. to Late Antiquity.”

Due to course deletions in History and Archaeology, and drastic changes to the Arts and Science Department of Religion and Culture (now the Department of Linguistics and Religious Studies), it has proven difficult to publicize and maintain the Minor. In 2015, these issues were somewhat rectified by a thorough revision of the Minor, with the addition of several History and Philosophy courses, as well as

new courses in Religious Studies (RLST 112; RLST 113; and RLST 300; and RLST 237) and relevant language courses (Hebrew, Greek, Latin).

As will be explained below, the Department of Linguistics and Religious Studies, the STM Department of Religion and Culture, and St. Thomas More College strongly support the proposal to convert the Minor to a Certificate Program.

The data available to us indicates that 1 student has graduated with the minor, and two others are in the process of taking it. For the reasons mentioned above, the Minor received little attention for several years, but with the revision in 2015, it is receiving more publicity. In particular, the Minor is featured on the STM College website (<http://stmcollege.ca/study-here/classes-programs/minor-jco.php>), since the majority of the Religious Studies courses in the Minor are offered by STM faculty. The advantages of a Certificate Program over a Minor would undoubtedly encourage more student interest, as well as enable interested members of the public to register for the Program and emerge with a tangible academic credential.

A second reason to convert the Minor to a Certificate Program emerged at a recent meeting of our departmental Graduate Committee. Each year, the departmental Graduate Chair receives many inquiries from potential M.A. students who have little or no background in Religious Studies. Unfortunately, when we are asked what the student would need to do to improve their academic background in the discipline, all we can suggest is that they take some undergraduate courses in Religious Studies. The Graduate Committee members agreed that if the Minor in Jewish and Christian Origins were converted into a Certificate, such potential M.A. students could, in a relatively short period of time, gain a grounding in the history, methodology and scope of the discipline that would help the Graduate Committee to assess their aptitude for graduate studies. In particular, the availability of this Certificate would make the M.A. in Religion and Culture much more accessible for U of S students with majors in other disciplines, as well as for eligible mature students interested in graduate study. Completion of the Certificate would also be an incentive for students to take further courses in Religious Studies and related disciplines.

Based on inquiries from prospective graduate students as described above, in addition to interest from U of S students and the general public, enrollments are estimated at a total of 18 students in any given year, although this number would take several years to achieve; a goal of five years to reach this enrollment goal seems feasible.

Admissions

Students must be admitted to a College at the University of Saskatchewan.

Description of the program

Certificate of Proficiency in Jewish & Christian Origins

The Certificate of Proficiency in Jewish and Christian Origins provides an interdisciplinary approach to the academic study of the origins, development of and cultural impact of two world religions, Judaism and Christianity, from their beginnings in ancient Israel to the parallel developments of rabbinic Judaism and emergent Christianity subsequent to the first Jewish War of 70 C.E. to Late Antiquity, including some coverage of the origins of Islam in relation to Judaism and Christianity.

This Certificate may be completed in conjunction with, or apart from any degree program, and is open to students in all Colleges. This program is subject to the promotion and residency standards for Certificate of Proficiency programs in the College of Arts & Science.

Students who have taken equivalent courses at other institutions may apply for transfer credit, which if granted will be applied to the Certificate.

Students may take the required courses concurrently with other courses in the Program.

Requirements (24 credit units)

Of the courses used to fulfill the program requirements, at least 9 credit units must be at the 300-level or higher.

- RLST 112.3 (Western Religions in Society and Culture) (Intake)
- RLST 328 (Christian-Jewish Relations in Historical Perspective) (Capstone)

Choose **6 credit units** from the following list of courses in **Biblical Literature**:

- RLST 219.3 (Bible and Western Culture)
- RLST 225.3 (Perspectives on Jesus)
- RLST 253.3 (Introduction to the Old Testament)
- RLST 254.3 (Introduction to the New Testament)
- RLST 300.3 (Hidden Books of the Bible)
- RLST 301.3 (Apocalyptic Then and Now)
- RLST 359.3 (Helpmates, Harlots, Goddesses and Heroines)
- RLST 365.3 (Bible and Film)

Choose **6 credit units** from the following list of courses in **Early Judaism and Christianity**:

- RLST 113.3 (Islamic Civilization and Culture)
- RLST 227.3 (Introduction to Judaism)
- RLST 237.3 (Life after Death in World Religions)
- RLST 361.3 (Rabbinic Literature)
- RLST 363.3 (Early Christian Literature)
- HIST 208.3 (The Roman Republic: Growth of a Mediterranean State)
- HIST 209.3 (Roman Empire: Politics, Society and Culture)
- HIST 217.3 (The Later Roman Empire)
- HIST 221.3 (Sub-Roman Anglo-Saxon and Viking Britain)
- HIST 230.3 (Christianity from Constantine to the Age of the Renaissance and the Reformations 300 to 1650 CE)
- HIST 308.6 (Rome: Building and Living in the Ancient City)
- HIST 320.3 (Pagans, Christians & Barbarians: Identity and Empire in the Roman World)
- HIST 331.3 (Magic, Science and Religion)
- HIST 335.3 (Spectacles of Death in the Roman World)
- HIST 402.3 (Aspects of Late Antiquity)
- PHIL 202.3 (Philosophy of Religion)
- PHIL 208.3 (Ancient Philosophy Presocratics to Plato)
- PHIL 209.3 (Ancient Philosophy Aristotle to Plotinus)

Choose **3 credit units** from the following lists of courses in **Near Eastern and Classical Archaeology**, and **Languages**:

Near Eastern and Classical Archaeology

- ARCH 116 (Introduction to Near Eastern and Classical Archaeology)

- ARCH 244.3 (Archaeology and Cultural Development Ancient Israel and Syria)
- ARCH 252.3 (Near Eastern Archaeological Field Work)
- ARCH 257 (Archaeology of Ancient Egypt)
- ARCH 258 (Archaeology of Ancient Mesopotamia)
- ARCH 356 (Development of Complex Cultures in Eastern Mediterranean and Near Eastern Regions)

Languages

- GRK 112.3 (Greek for Beginners 1)
- GRK 113.3 (Greek for Beginners 2)
- HEB 114.3 (Intro to Hebrew 1)
- HEB 117.3 (Intro to Hebrew 2)
- LATN 112.3 (Latin for Beginners 1)
- LATN 113.3 (Latin for Beginners 2)

Choose **3 additional credit units** from any of the four course lists above.

Consultation

Consultation between the Arts and Science Department of Linguistics and Religious Studies, and the St. Thomas More Department of Religion and Culture was done in the course of regular interactions/meetings between the two, related departments, and by email.

Consultation with the Department Heads of Archaeology and Anthropology, and History, as well as the Program Chair for Classical, Medieval, and Renaissance Studies was conducted by email. See Appendix A.

Budget

No new resources are required. All courses required in this program already exist, and are regularly taught as part of programs in Archaeology; Classical, Medieval, and Renaissance Studies; Classical and Medieval Latin; Classics; History; Philosophy; and Religion and Culture. The two required courses may be taught by at least 3 faculty members, and teaching load for the restricted options is spread over many faculty members in at least 4 departments. No changes are anticipated to current teaching assignments or budget allocations.

The Minor in Jewish and Christian Origins will be eliminated upon approval of this program. The certificate program is not anticipated to create additional costs with respect to course delivery, and advising requirements remain the same as for the Minor. The Arts and Science Undergraduate Student Office (UGSO) will see some additional work as the Certificate of Proficiency is a stand-alone credential, and therefore students in the new program will now have the opportunity to convocate separately from this program. The UGSO has the capacity to manage this work.

Tuition in this program is course-based, using standard tuition rates. Students in this program are eligible for financial aid based on the same conditions as other U of S students.

The enrolment goal for this program is 18 students per year, with an expectation that it will take 5 years to reach this goal. As the creation of this program requires no additional course offerings, no minimum enrolment has been set. The anticipated use of this program as preparation for the M.A. in Religion and Culture may result in incremental enrolments at the undergraduate level, and may result in additional enrolment in the M.A. program.

The existing minor program is housed in the Department of Linguistics and Religious Studies. The new Certificate will be coordinated by St. Thomas More College, under the academic authority of the College of Arts & Science, following the model in place for the Minor in Critical Perspectives on Social Justice & the Common Good, and the Minor in Ukrainian Studies. An interdisciplinary program committee, comprised of members from participating Arts and Science and STM departments, will take responsibility for maintenance of the program and those aspects of student advising normally provided by the home department.

College Statement

The proposal to replace the Minor in Jewish & Christian Origins with a Certificate of Proficiency in Jewish & Christian Origins was circulated to all faculty members in Arts and Science and St. Thomas More College through the Arts and Science College Course and Program Challenge on April 5, 2017, and was approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on April 13, 2017. The proposal was recirculated with the meeting agenda for the Arts and Science Faculty Council, and was approved by that body on May 16, 2017.

See Appendix B for letter from Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

Attachments

Appendix A: Evidence of Consultation

Appendix B: Notice of Intent, College letter of support, and response from Planning & Priorities Committee

Appendix C: Consultation with the Registrar form – attached.

Appendix A: Evidence of Consultation

On Mar 15, 2017, at 13:01, Mary Ann Beavis <mbeavis@stmcollege.ca> wrote:

Dear Veronika and George,

I have written up the proposal to convert the Minor to a Certificate Program (attached). One feature of the proposal is that I have recommended that the Certificate be coordinated by an interdisciplinary/intercollegial Committee, rather than housed in the Department (as with the Minor). I have sought the advice of the coordinators of similar committees at STM, and on their advice, have recommended a Committee made up of two STM faculty members and one Arts & Science faculty member in relevant departments/programs. In the case that the Certificate is approved, the Minor will be deleted.

Best,

Mary Ann Beavis, Ph.D.
Professor
Head, Department of Religion and Culture
St. Thomas More College
1437 College Drive
Saskatoon, SK S7N 0W6
Phone (306) 966 8933
Fax (306) 966 8904
mbeavis@stmcollege.ca

From: George Keyworth [mailto:george.keyworth@gmail.com]
Sent: Wednesday, March 15, 2017 2:21 PM
To: Mary Ann Beavis <mbeavis@stmcollege.ca>
Cc: Makarova, Veronika <v.makarova@usask.ca>
Subject: Re: FYI - Jewish & Christian Origins Certificate Proposal

Dear Mary Ann,

Thank you for alerting me to this change. Good luck with this move; let's hope it is approved swiftly.

Best,
George

From: Mary Ann Beavis [mailto:mbeavis@stmcollege.ca]
Sent: Wednesday, March 15, 2017 12:57 PM
To: Lieverse, Angela <arl947@mail.usask.ca>; Liu, Yin <yin.liu@usask.ca>; Cunfer, Geoffrey <geoff.cunfer@usask.ca>; Ria Jenkins <rjenkins@stmcollege.ca>; Alward, Peter <pea565@mail.usask.ca>
Cc: Darrell McLaughlin <dmclaughlin@stmcollege.ca>; Miriam Müller <mmuller@stmcollege.ca>
Subject: Jewish and Christian Origins Certificate of Proficiency Proposal - Please reply!

Dear Colleagues,

Attached is a proposal to convert the existing Minor in Jewish and Christian Origins to a Certificate Program (Certificate of Proficiency) in Jewish and Christian Origins. Since, like the Minor, the Certificate includes courses taught in your Department/Program, I am writing to solicit your support for the proposal. If you could submit your comments by Wednesday, March 22, I would be very grateful.

Best regards,

Mary Ann Beavis, Ph.D.
Professor
Head, Department of Religion and Culture
St. Thomas More College
1437 College Drive
Saskatoon, SK S7N 0W6
Phone (306) 966 8933
Fax (306) 966 8904
mbeavis@stmcollege.ca

From: Yin Liu [mailto:yin.liu@usask.ca]
Sent: Tuesday, March 21, 2017 10:30 AM
To: Mary Ann Beavis <mbeavis@stmcollege.ca>
Subject: Re: REMINDER: Jewish and Christian Origins Certificate of Proficiency Proposal - Please reply!

Mary Ann

Thank you for the reminder.

CMRS has no objections to the proposed program change.

Yin Liu

From: Lieverse, Angela [mailto:arl947@mail.usask.ca]
Sent: Tuesday, March 21, 2017 11:42 AM
To: Mary Ann Beavis <mbeavis@stmcollege.ca>
Subject: Re: REMINDER: Jewish and Christian Origins Certificate of Proficiency Proposal - Please reply!
Importance: High

Hi Mary Ann

So far, I've had no comments back from my colleagues, even though I forwarded your message last week. If I hear nothing, I think it's safe to assume that people are supportive of the proposal.

Thank you,

Angela

From: Cunfer, Geoffrey [mailto:geoff.cunfer@usask.ca]
Sent: Tuesday, March 21, 2017 4:47 PM

To: Mary Ann Beavis <mbeavis@stmcollege.ca>

Subject: RE: Jewish and Christian Origins Certificate of Proficiency Proposal - Please reply!

Dear Mary Ann,

The language courses (GRK and LATN) are fine. Most of the History and Classics courses on your list are still on the books and still being taught. However, please note the following:

HIST 217.3 has changed its title to "The Later Roman Empire".

The Roman history survey that we offer most years is split into 2 courses: HIST 208.3 (The Roman Republic: Growth of a Mediterranean State) which is not on your list and HIST 209.3 (The Roman Empire: Politics, Society and Culture), which is on the list. Both would make sense for this certificate.

CLAS 252.3 (Paganism and Christianity) will no longer be taught. It will be replaced with a new course, HIST 320.3 (Pagans, Christians, Barbarians: Identity & Empire in the Roman World).

I'd encourage you to consult STM History (Sharon Wright). Some of these courses have been taught in the past by Prof. Reese, who will no longer be available. It is unclear what will become of those classes in the future.

Best,

Geoff

Geoff Cunfer
History Department Head
University of Saskatchewan
9 Campus Drive
Saskatoon, SK S7N 5A5
Canada

geoff.cunfer@usask.ca
(306) 966-7969
711 Arts Building

From: Ria Jenkins [mailto:rjenkins@stmcollege.ca]

Sent: Tuesday, March 21, 2017 9:59 AM

To: Mary Ann Beavis <mbeavis@stmcollege.ca>

Subject: Re: REMINDER: Jewish and Christian Origins Certificate of Proficiency Proposal - Please reply!

Dear Mary Ann,

As acting head of the STM philosophy program, I have read over the rationale for the change to a certificate, considering the impact of this change on STM philosophy programs, and I support this proposal to convert the current Minor in Jewish and Christian Origins to a Certificate program.

Sincerely,

Dr. Maricarmen Jenkins,

Acting Head of the STM Philosophy department

Appendix B

Notice of Intent Jewish and Christian Origins Certificate Program

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

The purpose of the proposed certificate program is to convert the current Minor in Jewish and Christian Origins to a Certificate Program. The Minor was created in 2007 in order to configure the offerings of the Department of Religion and Culture in biblical and related studies in a way that would highlight their relevance in western culture and religion, together with related courses from other disciplines (notably History and Archaeology), providing “an interdisciplinary approach to the academic study of the origins, development of and cultural impact of two world religions, Judaism and Christianity, from their beginnings in ancient Israel to the parallel developments of rabbinic Judaism and emergent Christianity subsequent to the first Jewish War of 70 C.E. to Late Antiquity.”¹

Due to the impact of TransformUs, course deletions in History and Archaeology, and drastic changes to the Department of Religion and Culture (now the Department of Linguistics and Religious Studies), it has proven difficult to publicize and maintain the Minor. In 2015, these issues were somewhat rectified by a thorough revision of the Minor, with the addition of several History and Philosophy courses, as well as new courses in Religious Studies (RLST 112; RLST 113; and RLST 300; the new RLST 237 has subsequently been added) and relevant language courses (Hebrew, Greek, Latin).

As will be explained below, the Department of Linguistics and Religious Studies, the STM Department of Religion and Culture, and St. Thomas More College strongly support the proposal to convert the Minor to a Certificate Program.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

Since U of S Minors are difficult to track, it is impossible to gauge how many students have claimed it since its inception in 2007. For the reasons mentioned above, the Minor received little attention for several years, but with the revision in 2015, it is receiving more publicity and response. In particular, the Minor is featured on the STM College website (<http://stmcollege.ca/study-here/classes-programs/minor-jco.php>), since the majority of the Religious Studies courses in the Minor are offered by STM faculty. The advantages of a Certificate Program over a Minor would undoubtedly encourage more student interest, as well as enable interested members of the public to register for the Program and emerge with a tangible academic credential.

A second, and more urgent, reason to convert the Minor to a Certificate Program emerged at a recent meeting of our departmental Graduate Committee. Each year, the departmental Graduate Chair receives many inquiries from potential M.A. students who have little or no background in Religious Studies. Unfortunately, when we are asked what the student would need to do to improve their academic background in the discipline, all we can suggest is that they take some undergraduate courses in Religious Studies. The Committee members agreed that if the Jewish and Christian Origins Minor were converted into a Certificate, such potential M.A. students could, in a relatively short period of time, gain a grounding in the history, methodology and scope of the discipline that would help the Graduate Committee to assess their aptitude for graduate studies. In particular, the availability of this Certificate would make the M.A. in Religion and Culture much more accessible for U of S students with majors in other disciplines, as well as for eligible mature students interested in graduate study. Completion of the Certificate would also be an incentive for students to take further courses in Religious Studies disciplines.

¹ <http://stmcollege.ca/study-here/classes-programs/minor-jco.php>

Based on inquiries from prospective graduate students as described above, in addition to interest from U of S students and the general public, enrolments are estimated at a total of 18 students in any given year.

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

This program was not envisioned during the integrated planning process; the impetus to convert the Minor to a Certificate Program is outlined above. As previously noted, the measurable benefits of the Program would include: (1) enhanced student numbers relative to the existing Minor; (2) enhanced admissions to the M.A. Program in Religion and Culture; (3) higher enrolments in Religious Studies courses, as well as in the Classics, History, Philosophy, Archaeology and Languages courses in the Program (which would be the same courses as those in the Minor).

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

There is no similar program in the College of Arts and Science apart from the Jewish and Christian Origins Minor. As noted in the last section, any effects of the proposed Certificate on other programs would be positive with respect to enrolment. If the new program is accepted, the Minor will be deleted.

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. Will standard or non-standard tuition be assessed for the program? Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program. Please also ensure the required covering letter, as outlined in the preamble, is attached.

The new Certificate does not require additional resources; nor are additional library, laboratory, information technology, or equipment resources required.

6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

There are no relevant risks, assumptions or constraints associated with initiating the Certificate at this time.

7. What is the anticipated start date of the program? What considerations apply to the start date?

Since the Certificate Program will be a reformulation of an existing Minor, an anticipated start date of September 2017 is feasible.



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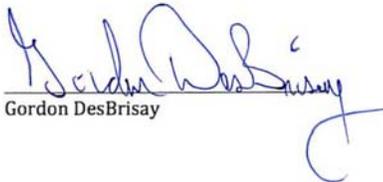
9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: 306-966-4232
Facsimile: 306-966-8839
Email: officeofthedean@artsandscience.usask.ca

To: Dirk de Boer, Chair, Planning and Priorities Committee
From: Gordon DesBrisay, Vice Dean Academic, College of Arts & Science
CC: Alexis Dahl, Director of Programs, College of Arts & Science
Date: 1/12/2017
Re: Development of a Certificate of Proficiency in Jewish and Christian Origins

I am pleased to support the development of a Certificate of Proficiency in Jewish and Christian Origins, which is envisioned to replace the existing Minor in Jewish and Christian Origins.

The College of Arts & Science is working to provide innovative programming options to meet student need and demand. Replacing the Minor in Jewish and Christian Origins with a certificate program will continue to allow current students to seek recognition in this area of study, but will also open the area to additional students who are not currently attending the University of Saskatchewan, or who are pursuing studies in a College other than Arts & Science.

The formal proposal submitted to our college course challenge process will reflect wide consultation with all the departments involved, and it will then of course be open to feedback from the entire college community.



Gordon DesBrisay

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MEMORANDUM

TO: Darrell McLaughlin, associate dean, St. Thomas More (STM) College
Mary Ann Beavis, Department of Linguistics and Religious Studies and faculty member, STM

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: March 7, 2017

RE: **Planning and priorities committee response to a Notice of Intent – Jewish and Christian Origins Certificate**

Thank you once again for attending the planning and priorities committee meeting on February 15, 2017 to present the notice of intent for the certificate of proficiency in Jewish and Christian Origins. The committee understood that the certificate will be a replacement program for the present interdisciplinary minor in this subject area through the addition of a capstone course already offered by the department. Once the program is approved, students would then choose either to complete the minor or transfer to the certificate program.

Projected enrolment is estimated to be 18 students registered each year for the next five years. The increase in enrolment is based on community interest and the change from a minor to a standalone certificate, which will be available to those outside of the College of Arts and Science and the university. As the uptake beyond the college is uncertain and based on perceived interest, the committee suggests that the program be reviewed within three to five years to assess whether enrolment objectives have been achieved and the perceived draw from the community and other students on campus realized.

I wish you the very best as you proceed to develop the full program proposal. Please do not hesitate to contact me if you have any questions.

Kind regards,

A handwritten signature in black ink, appearing to read "Dirk de Boer".

Dirk de Boer

- c Michael Atkinson, interim provost and vice-president academic
- Kevin Flynn, chair, academic programs committee of Council
- Russell Isinger, registrar and director of student services, SESD
- Alexis Dahl, director, programs office, College of Arts and Science
- Gordon DesBrisay, vice-dean academic, College of Arts and Science.



Program(s) to be deleted: Jewish & Christian Origins - Minor

Effective date of termination: May 2018

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

The College of Arts and Science is proposing to replace the Minor in Jewish & Christian Origins with a Certificate of Proficiency in Jewish & Christian Origins.

The Minor was created in 2007 in order to configure the offerings of the Department of Religion and Culture in biblical and related studies in a way that would highlight their relevance in western culture and religion, together with related courses from other disciplines (notably History and Archaeology), providing “an interdisciplinary approach to the academic study of the origins, development of and cultural impact of two world religions, Judaism and Christianity, from their beginnings in ancient Israel to the parallel developments of rabbinic Judaism and emergent Christianity subsequent to the first Jewish War of 70 C.E. to Late Antiquity.”

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Religion and Culture much more accessible for U of S students with majors in other disciplines, as well as for eligible mature students interested in graduate study. Completion of the Certificate would also be an incentive for students to take further courses in Religious Studies and related disciplines.

2. Technical information.

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

No courses are unique to this program. RLST 112.3 is required, which is taught by faculty in the Department of Linguistics and Religious Studies and the St. Thomas More Department of Religion and Culture.

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

Courses are taught by faculty members in the Departments of Archaeology and Anthropology, History, Linguistics and Religious Studies, Philosophy, and Religion and Culture (STM).

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.

2 students are currently enrolled in the program.

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

1 student has graduated with this minor (2015); 2 students are currently enrolled.

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?

No impact on current students. Students will have adequate course options from regular offerings, and can complete this program within a 10 year period from the time they started.

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

None. Courses will continue to be offered.

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

No impact on other programs.

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

n/a

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

The College of Arts and Science is proposing to replace this program with a Certificate of Proficiency in Jewish & Christian Origins to replace this program.

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

n/a

- 3.7 Describe any impact on research projects.

No impact.

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

No impact.

- 3.9 Describe the budgetary implications of this deletion.

No impact; no change to course offerings.

External

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

Availability of this area of study as a certificate may raise interest among community members, which could favorably impact the reputation of St. Thomas More College, Arts and Science, and the University.

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

n/a

Other

- 3.12 Are there any other relevant impacts or considerations?

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

n/a

(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.*

n/a

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Program Committee

DATE OF MEETING: October 19, 2017

SUBJECT: **Item for information:** 2018-19 Admissions Templates

COUNCIL ACTION: **For Information Only**

SUMMARY:

The 2018-18 Admissions Templates were received by the Academic Programs Committee at its October 4, 2017 meeting and are forwarded to Council for information.

The Admissions Policy defines admission qualifications and selection criteria, and describes the implementation of approval procedures required in the *University of Saskatchewan Act, 1995*.

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

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

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

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

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

To facilitate the creation of a central repository of admission qualifications and selection criteria, the Admissions & Transfer Credit Office has developed an Admissions Template. The first set of admissions templates were provided to Council in February, 2013. Changes to templates are reported annually to Council.

ATTACHMENTS:

2018-19 Admission Template Update Summary and Admissions Templates

Changes to Admission Templates for 2018-2019

Agriculture and Bioresources

Bachelor of Science in Agribusiness or Diploma in Agribusiness; Bachelor of Science in Agriculture, Bachelor of Science in Renewable Resource Management

ADMISSION REQUIREMENTS

Deletion of "Students who have graduated from a recognized two-year diploma program may be admitted with more than one high school deficiency but are required to consult the college upon admission to plan how to clear deficiencies"

Bachelor of Science in Animal Bioscience

ADMISSION REQUIREMENTS

Addition of "Competitive average is set each year in consultation with the College to manage enrolment."

Education

B.ED 4 Year, Technical Vocation Certificate, Technical Vocational Degree

SELECTION CRITERIA

Changed Academic Record from 100% weighting instead of 50% weighting

Deletion of requirements of:

- Interview – 25% weighting
 - Applicants must participate in an online interview.
- 35-40 hours of experience working with children – 25% weighting
 - Applicants must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
 - Applicants must provide contact information for two referees who have supervised or observed interaction with children/youth.
 - Referee Work Experience Evaluation is required.

Addition of:

Special Consideration

- All applicants are asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.
- Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they choose to do so.

Deletion of NORTEP (Northern Teacher Education Program) template.

Deletion of Bachelor of Education (B.ED), Secondary, Elementary/Middle Years Sequential Program.

Addition of Bachelor of Science Kinesiology/Bachelor of Education Combined Program template.

Engineering

CATEGORIES OF ADMISSION:

Access Programs

Post-Secondary – College of Arts and Science

Addition of sentence: The students must also meet the promotion requirements of the College of Engineering in their most recent academic session.

Addition to Access Programs:

Post-Secondary – ASAP-STEM Pathways Program

Post-Secondary – PRES Program

Addition of Aboriginal Equity Admission

Graduate and Postdoctoral Studies – Visiting Research Student Program

Changing length of registration time from six months to twelve months per 18-month period.

Note: this change valid only if approved by APC on Oct 3

Graduate and Postdoctoral Studies

English Proficiency requirements updated (*Approval by Senate pending in October 2017*)

Medicine

CATEGORIES OF APPLICANTS:

Addition of Diversity and Social Accountability Admissions Program (DSAAP)

2018-19 Admission Requirements

College: Agriculture and Bioresources

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

Admission Qualifications:

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

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

- **Regular Admission -- post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 65% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences: Biology 30 or Chemistry 30 or Physics 30**
 - **Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30**
 - Proficiency in English.

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

Provisional Admission:

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

2018-19 Admission Requirements

Selection Criteria:

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

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at recognized and/or accredited post-secondary institution, with an average of at least 65%.

Provisional Admission

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

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

Special (Mature) Admission

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

Dean's Signature:



Date:

2017/09/27

2018-19 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agriculture (B.S.A.), Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)], Diploma in Agronomy (Dipl. Agron.)

Admission Qualifications:

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

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

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

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

Provisional Admission:

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

2018-19 Admission Requirements

Selection Criteria:

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

Categories of Applicants:

Regular Admission

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

Provisional Admission

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

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

Special (Mature) Admission

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

Dean's Signature:



Date:

2017/09/27

2018-19 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Animal Bioscience [B.Sc. (AnBio)]

Admission Qualifications:

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

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

- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

2018-19 Admission Requirements

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive average is set each year in consultation with the College to manage enrolment.

- **Special (Mature) Admission: Special admission package -100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%. The competitive average is set each year in consultation with the College to manage enrolment.

Special (Mature) Admission

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

Dean's Signature:



Date:

2017/09/27

2018-19 Admission Requirements

College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy (KA) Certificate

Admission Qualifications:

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

Selection Criteria:

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

Categories of Applicants:

Provisional Admission

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

Dean's Signature:



Date:

2017/09/27

2018-19 Admission Requirements

College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance (KA Dip Aborig Lands Govr)

Admission Qualifications:

- **Regular Admission**
Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete INDG 107.3 within the first year of their program.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate.

Dean's Signature:



Date:



2018-19 Admission Requirements

College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Resource Management (KA Dip Aborig Resrce Mgmt)

Admission Qualifications:

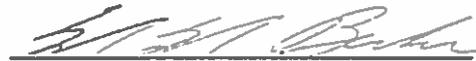
- **Regular Admission**

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete INDG 107.3 within the first year of their program.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate.

Dean's Signature:



Date:



2018-19 Admission Requirements

College: Arts & Science

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

Admission Qualifications:

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

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

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

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

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

Selection Criteria:

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

2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

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

Provisional Admission

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

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

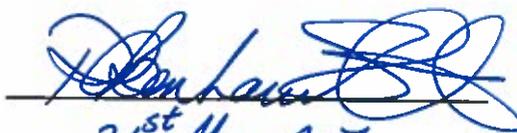
Special (Mature) Admission

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

Home-based Learners

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

Dean's Signature:



Date:

31st May 2017

2018-19 Admission Requirements

College: Arts & Science

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

Admission Qualifications:

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

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

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

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

- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Music performance audition.
 - Music theory placement test.
 - Proficiency in English.

Selection Criteria:

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

2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Dean's Signature:



Date:

31st May 2017

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2018-19 Admission Requirements

College: Arts & Science

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

Admission Qualifications:

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

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

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

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

- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Music theory placement test.
 - Proficiency in English.

Selection Criteria:

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

2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Dean's Signature:



Date:

31st May 2017

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2018-19 Admission Requirements

College: Arts & Science

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

Admission Qualifications:

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

Selection Criteria:

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

Categories of Applicants:

Regular Admission

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

Dean's Signature:



Date:



2018-19 Admission Requirements

College: Arts & Science

Program(s): University Transition Program

Admission Qualifications:

- Five high school 30-level subjects (or equivalent), one of which must be English, with a combined average between 60.0% – 69.9%. Subjects must be from the approved list of acceptable high school courses (see Admission calculation and average policy (April 2004).
- Proficiency in English.

Selection Criteria:

- Applicants presenting five acceptable subjects with minimum pass grades and proof of English proficiency will be considered. Admission is not solely based on academic average.
- A completed response to the 'Application of Intent'.

Categories of Applicants:

University Transition is an admission category designed for students under the age of 21 whose high school grades fall below the minimum admission average for the College of Arts & Science. Students in the Transition Program can take up to 18 credit units on the U of S main campus and/or our designated off-campus sites. After successfully completing 18 credit units with a minimum CWA of 56%, students can remain in the College of Arts & Science and begin studies on the U of S main campus.

Dean's Signature:



Date:

31st May 2017

2018-19 Admission Requirements

College: Dentistry

Program(s): D.M.D.

Admission Qualifications:

- **Minimum overall average of 70% in required pre-dentistry courses (36 credit units):**
 - BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3 – General Biology
 - CHEM 112.3 – General Chemistry 1
 - CHEM 250.3 – Introduction to Organic Chemistry
 - PHYS 115.3 and 117.3 or 125.3 – General Physics
 - BMSC 200.3 – Biomolecules
 - BMSC 230.3 – Metabolism
 - PHSI 208.6 or PHPY 302.3 and PHPY 303.3 – Human Body Systems
 - Six credit units (full course equivalent) in Social Sciences/Humanities

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

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

Selection Criteria:

- **Academic Record – 65% overall weighting**
 - Cumulative weighted average of the best two 30-credit years
 - Applicants must have achieved a minimum cumulative weighted average of 75% over their two best academic years of study and must maintain an average of 75% in their current year of study.
- **Dental Aptitude Test – 15% overall weighting**
 - Reading comprehension (1/3)
 - Academic average (1/3)
 - Perceptual ability (1/3)

Applicants will not be considered for admission if they have, in their best DAT score, achieved any of the following:

- An Academic Average score of less than 15 or
 - A Perceptual Ability score of less than 14 or
 - A Reading Comprehension score of less than 14
- **Interview – 20% overall weighting**
 - Interview selection is based on the academic average of the two best academic years of study and the single best overall DAT score.

2018-19 Admission Requirements

- **Other credentials to be submitted after admission**
 - Criminal Record Check and Vulnerable Sector Search

Categories of Applicants:

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

Saskatchewan Residents

Applicants must be Canadian citizens or permanent residents at the time of application. Applicants must have resided in Saskatchewan for at least four years immediately prior to September 1st of the year in which admission is being sought. Applicants who left the province, but who previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be treated as residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four year condition will receive credit of one year toward the four year requirement for every four years of residency in the province. There are no exceptions of the four year Saskatchewan residency rule.

Canadian Applicants

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

Aboriginal Equity Access Program

There is a separate category in which three first-year seats are reserved for persons of Canadian Aboriginal ancestry. Applicants must meet the minimum Admission Qualifications, above. Applicants must achieve an acceptable rating on the interview and complete the Dental Aptitude Test (DAT). Applicants must identify themselves on the online application form. Applicants must provide proof of Aboriginal ancestry.

Foreign Trained Dentists

This is a separate category in which one first-year seat is reserved for a foreign trained dentist. Applicants in this category will compete in a separate pool and must meet all of the following requirements:

- Applicants must have earned a dental degree from a recognized dental school outside of Canada or the USA.
- Proof of degree and official transcripts must be provided.
- Applicants must meet the Saskatchewan residency rules.
- If applicable, applicants must submit proof of English proficiency.
- Applicants must take the Canadian Dental Aptitude Test (DAT) administered by the Canadian Dental Association and meet the minimum requirements.
- Applicants must be interviewed at the University of Saskatchewan for the year in which admission is being sought. Applicants may be disqualified from the admission competition for the year under consideration if their interview score is significantly below the mean of the current pool of applicants.
- Applicants must provide a one page biography (curriculum vita) on the relevant dental experiences and other information that would be helpful to the Admissions Committee during the selection process.

2018-19 Admission Requirements

Applicants will be evaluated on all the above criteria. Admission under the foreign trained dentist category is NOT guaranteed.

Special Case Category

The College of Dentistry may consider applicants with special circumstances with regard to any of the three 30-credit unit years of study, such that one or all years may have been completed over 12 consecutive months as part of a program requirement. All special case applicants will be considered by the college admissions committee and they will compete with other applicants in the general pool of candidates. Special case applicants that have met all other requirements must submit a letter to support their application explaining their special circumstances.

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

Transfer Students

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

International Students

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

Dean's Signature:



Date:

September 28, 2017

2018-19 Admission Requirements

College: Education

Program(s): Bachelor of Education (B.ED.), Elementary/Middle Years (EDEY) and Secondary (EDSY) Programs - 4 Year

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
 - Proficiency in English.
 - One prerequisite subject from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
 - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

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

- **Regular Admission – post-secondary (18 credit units or more of transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Proficiency in English.
 - No high school prerequisites required
- **Special Mature Admission (less than 18 credit units of transferable post-secondary):**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

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

- **Academic record – 100%**
 - Average is calculated on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.

Special Consideration

- All applicants are asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.

2018-2019 Admission Requirements

- Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they choose to do so.

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Dean's Signature:



Date:

Sept 28, 2017

2018-2019 Admission Requirements

College: Education

Program(s): Indian Teacher Education Program (ITEP)

To be admitted, applicants must be recommended by ITEP.

Admission Qualifications:

- **Regular Admission – High School (less than 18-credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent
 - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
 - Proficiency in English.
 - One prerequisite subject from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
 - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

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

- **Regular Admission – post-secondary (18 credit units of transferable post-secondary):**
 - 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Proficiency in English.
 - No high school prerequisites required
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Academic record**
 - Average is calculated on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - Transfer applicants to the ITEP program are not required to meet a transfer average.
 - Final admission decisions for the ITEP programs are made by the program office.

2018-2019 Admission Requirements

Categories of Applicants:

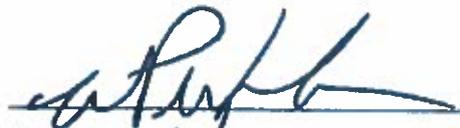
Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution. Transfer applicants to the ITEP program are not required to meet a transfer average.

Special (Mature) Admission

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

Dean's Signature:



Date:

Sept 28/17

2018-2019 Admission Requirements

College: Education

Program(s): Saskatchewan Urban Native Teacher Education Program (SUNTEP)

To be admitted, applicants must be recommended by SUNTEP/GDI.

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
 - Proficiency in English.
 - One prerequisite subject from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
 - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

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

- **Regular Admission – post-secondary (18 credit units of transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Proficiency in English.
 - No high school prerequisites required
- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Academic record**
 - Average is calculated using five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - Final admission decisions for the SUNTEP programs are made by the program office.

2018-2019 Admission Requirements

Categories of Applicants:

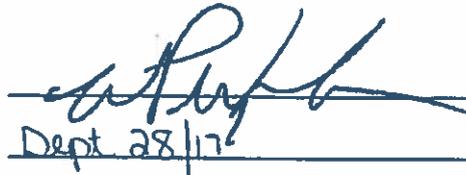
Regular Admission

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

Special (Mature) Admission

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

Dean's Signature:



Date:

Sept 28/17

2018-2019 Admission Requirements

College: Education

Program(s): Certificate in Practical and Applied Arts

Admission Qualifications:

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

OR

Enrolled in the Bachelor of Education (B.Ed.) degree program at the University of Saskatchewan (certificate will not be awarded until the degree (B.Ed.) program has been completed).

- Proficiency in English.

Selection Criteria:

- Proof of a Bachelor of Education (B.Ed.) degree from a recognized and/or accredited post-secondary institution (or enrollment in the B.Ed. program at the U of S).

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:



Date:

Sept 28/17

2018-2019 Admission Requirements

College: Education

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

Admission Qualifications:

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

Selection Criteria:

- Journeyman's Certificate – 100% weighting
 - Applicants to the Technical Vocational Certificate and Degree programs are admitted based on their Journeyman's Certificate and an academic average is not calculated.

Special Consideration

- All applicants are asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.
- Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they choose to do so.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:



Date:

Sept 28/17

2018-2019 Admission Requirements

College: Education

Program(s): Aboriginal Teacher Association Certificate

Admission Qualifications:

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

**Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.*

- **Regular Admission – post-secondary (18 credit units of transferable post-secondary):**
 - Minimum average of 60% on 18 or more of transferable credit units from a recognized and/or accredited post-secondary institution.
 - 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - **Mathematics:** 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or Fine/Performing Art
 - Proficiency in English.

**Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.*

- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Résumé.
 - Proficiency in English

2018-2019 Admission Requirements

Selection Criteria:

- Academic record
 - Average is calculated using or on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - Transfer applicants to the ITEP program are not required to meet a transfer average.
 - Final admission decisions for ITEP programs are made by the programs office.

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Dean's Signature:



Date:

Sept 28/17

2018-2019 Admission Requirements

College: Education

Program(s): Bachelor of Science Kinesiology/Bachelor of Education Combined Program

Admission Qualifications:

- Students registered in the College of Kinesiology are eligible to apply for entrance into the Combined Program if they have completed a minimum of 95 credit units.
- The following courses are compulsory as part of the 95 credit units required*:
ACB 221.3; BIOL 120.3 and BIOL 224.3; ENG 110.6 or choose 2 courses from ENG 111.3, ENG 112.2, or ENG 114.3; KIN 121.3, KIN 122.3, KIN 150.3, KIN 222.3, KIN 223.3, KIN 225.3, KIN 226.3, KIN 231.3, KIN 240.3, KIN 281.3, KIN 320.3, KIN 322.3, KIN 341.3, KIN 380.3 and KIN elective (3 credit units) (choose from KIN 232.3, KIN 233.3, KIN 255.3, KIN 321.3, KIN 334.3, KIN 381.3, KIN 425.3, KIN 428.3, KIN 431.3, KIN 442.3, or KIN 451.3); KINA 200.2, KINA 210.2, KINA 211.2, KINA 235.2; MATH 104.3 (or MATH 110.3); INDOG 107.3 and 3 credit units in social sciences or humanities; and STAT 245.3 or PLSC 214.3 or PSY 233.3 and 15 credit units in a second teaching area.
- Minimum of 95 credit units of post-secondary courses, including compulsory courses, teaching area course requirements, and elective courses with a minimum overall average of 60%.
- Two teaching area requirements are part of the 95 credit units required:
 - Teaching area 1: Physical Education, comprised of 24 credit units of KIN classes.
 - Teaching area 2: minimum of 15 credit units with a minimum average of 60%.

**An applicant is permitted to be deficient in 5 credit units: one KIN elective (.3) and one KINA (.2) or a combination thereof.*

Selection Criteria:

- Academic record – 100%
 - Average is calculated on completed pre-requisite courses.

Special Consideration

- All applicants are asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.
- Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they choose to do so.

2018-2019 Admission Requirements

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:



Date:

Sept 28/17

2018-2019 Admission Requirements**College: Education****Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Elementary/Middle Years and Secondary Programs****Admission Qualifications:**

- Completion of the Bachelor of Music degree in Music Education.

Selection Criteria:

- B.Mus. (Mus. Ed.) – 100% weighting

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:



Date:

Sept 28/17

2018-19 Admission Requirements

College: Edwards School of Business

Program(s): Bachelor of Commerce (B.Comm.)

Admission Qualifications:

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

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended) or Math 830 plus Math 104.3 (min. grade of 65%) at the university level or Math 110.3 or its equivalent) at the university level.
 - Proficiency in English.

- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

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

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

2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Home based Learners

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

Equity Seats for Aboriginal Admission

Aboriginal applicants must meet Edwards Schools of Business minimum admission qualifications identified for regular admission. Applicants wishing to apply in this category must self-declare on the application for admission. Applicants must provide proof of Aboriginal ancestry by the published document deadline in one of the following ways:

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

Dean's Signature:

Fox Kerin Willoughby

Date:

August 21, 2017

2018-19 Admission Requirements

College: Edwards School of Business

Program(s): Aboriginal Business Administration Certificate (ABAC)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Proficiency in English.

- **Special Mature Admission:**
 - First Nations, Métis or Inuit ancestry.
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or post-secondary coursework.
 - Copies of supporting documents covering any non-credit programs completed.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Average is calculated using five high school subjects or on 18 or more transferable credit units.
- **Special (Mature) Admission: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.
- **Aboriginal Equity Access Applicants: academic average and letter of intent– 100% weighting**
 - Self-declared Aboriginal applicants who fall within 5% of the competitive ranked admission average *may* be considered for admission by providing a letter of intent. Applicants considered through this admission category may be asked, to provide documentation supporting their self-declaration

2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Dean's Signature:

For Keith C. Houghby



Date:

August 21, 2017

2018-19 Admission Requirements

College: Engineering

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

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum grade of 70% in each of these courses.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum grade of 70% in each of these courses.
 - Proficiency in English.
- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special (Mature) Admission:**
 - Proof of age (21 or older) by the first day of classes.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum grade of 70% in each of these courses.
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in the College.
- **Special (Mature) Admission: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential as well as an interview (electronically or in person) with the Associate Dean, Academic.



2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

Admissions is based upon students meeting the admissions qualifications criteria for the regular admissions criteria for high school and post-secondary as listed above.

Access Programs

Post-Secondary – College of Arts and Science

Available to University of Saskatchewan Arts & Science students who are transferring to the College of Engineering. Admission is based on the successful completion of who have the following eight courses (or their equivalents): CHEM 114 or (CHEM 112), GE 111, GE 124, MATH 123 (or MATH 110), GE 121, GE 125, MATH 124 (or MATH 116), PHYS 155, with a minimum average of 60% in these courses. The students must also meet the promotion requirements of the College of Engineering in their most recent academic session.

Post-Secondary – ASAP-STEM Pathways Program

Available to University of Saskatchewan Arts & Science students who are registered in the ASAP-STEM program and who are transferring to the College of Engineering. Admission is based upon successful completion of the ASAP-STEM pathways program, with a program average of at least 60%. In addition, students must have completed the following courses (or their equivalents): PHYS 30, CHEM 30, PRE-CALC 30, and CALC 30.

Post-Secondary – PRES Program

Available to Northlands College students who are registered in the PRES Program and are transferring to the College of Engineering. Admission is based upon successful completion of the PRES Program, including the PHYS 30 requirement, with a minimum program average of 60%.

Special (Mature) Admission

Admissions is based upon students meeting the admissions qualifications criteria for the special (mature) selection criteria listed above.

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

2018-19 Admission Requirements

Aboriginal Equity Admission

Applicants of Aboriginal ancestry can apply under this category. Applicants must meet the minimum admission qualifications for the College of Engineering. They will be required to provide proof of Aboriginal ancestry as a condition for admission under this category.

There is no quota for Aboriginal applicants. Applications will be forwarded to the Associate Dean Academic for review and decision.

Dean's Signature:



Date:



2018-19 Admission Requirements

College: Engineering

Program(s): Certificate in Professional Communication

Admission Qualifications:

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

Selection Criteria:

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

Categories of Applicants:

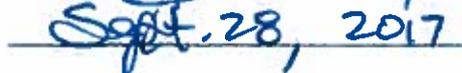
Regular Admission

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

Dean's Signature:



Date:



Director's Signature:



Date:



2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies

Program(s): Master's Degree

Admission Qualifications:

- **All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.**
 - A four-year honours degree or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR
 - A three-year first-cycle undergraduate degree in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 70% (UofS grade system equivalent) in the last two years of study (last 60 credit units).
 - When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each	Overall score
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	19	86
International English Language Testing System (IELTS)	6.0	6.5
CanTEST*	4.5	4.5
Pearson Test of English (PTE)	59	63

**Would require evaluation of speaking skills as well*

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

Test	Minimum required score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	70% (min 60% in in each area)
University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A	60%

2018-19 Admission Requirements

Selection Criteria:

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

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

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

Dean's Signature:



Date:

September 07, 2017

2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies

Program(s): Post-Graduate Degree Specialization Certificate

Admission Qualifications:

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

Table 1: Minimum levels for approved language exams

Test	Minimum in each	Overall score
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	19	86
International English Language Testing System (IELTS)	6.0	6.5
CanTEST*	4.5	4.5
Pearson Test of English (PTE)	59	63

**Would require evaluation of speaking skills as well*

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

Test	Minimum required score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	70% (min 60% in each area)
University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A	60%

2018-19 Admission Requirements

Selection Criteria:

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

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

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

Dean's Signature:



Date:



2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies

Program(s): Ph.D. Degree

Admission Qualifications:

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

Table 1: Minimum levels for approved language exams

Test	Minimum in each	Overall score
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	19	86
International English Language Testing System (IELTS)	6.0	6.5
CanTEST*	4.5	4.5
Pearson Test of English (PTE)	59	63

*Would require evaluation of speaking skills as well

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

Test	Minimum required score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	70% (min 60% in each area)
University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A	60%

2018-19 Admission Requirements

Selection Criteria:

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

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

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

Dean's Signature:



Date:



2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies

Program(s): Postgraduate Diploma

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A four-year honours degree or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR
 - A three-year first-cycle undergraduate degree in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 65% (UofS grade system equivalent) in the last two years of study (last 60 credit units).
 - When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each	Overall score
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	19	86
International English Language Testing System (IELTS)	6.0	6.5
CanTEST*	4.5	4.5
Pearson Test of English (PTE)	59	63

**Would require evaluation of speaking skills as well*

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

Test	Minimum required score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	70% (min 60% in each area)
University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

2018-19 Admission Requirements

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

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

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

Dean's Signature:



Date:



2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies

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

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A four-year honours degree or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR
 - A three-year first-cycle undergraduate degree in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 80% (UofS grade system equivalent) in the last two years of study (last 60 credit units).
 - When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each	Overall score
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	19	86
International English Language Testing System (IELTS)	6.0	6.5
CanTEST*	4.5	4.5
Pearson Test of English (PTE)	59	63

**Would require evaluation of speaking skills as well*

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

Test	Minimum required score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	70% (min 60% in each area)
University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

2018-19 Admission Requirements

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

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

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

Dean's Signature:



Date:



2018-19 Admission Requirements

College: Kinesiology

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

Admission Qualifications:

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

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

**See Selection Criteria below: Regular Admission*
- **Special (Mature) Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic record – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in college.
 - Physical Education (PE) 30 may be used in the calculation of the five subject high school average if including it advantages the applicant.
 - PE 20 can be used in the calculation of the of the five subject high school admission average if the student has not taken PE 30; however, PE 30 must be taken in semester 2.
- **Special (Mature) Admission: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.



2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

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

Special (Mature) Admission

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

Aboriginal Equity Admission

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

Dean's Signature:

CM Z

Date:

April 29, 2017

2018-19 Admission Requirements

College: Law

Program(s): Juris Doctor (JD)

Admission Qualifications:

- Two full years of undergraduate study (60 credit units)
- Law School Admission Test (LSAT)
- Personal statement
- Proficiency in English

Selection Criteria:

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

- Academic Record
- LSAT score
- Personal statement

Categories of Applicants:

Regular Admission

There is no resident requirement, but the college admissions committee gives a slight preference to applicants with a Saskatchewan connection, or residents of the Yukon, Northwest and Nunavut Territories, Prince Edward Island and Newfoundland and Labrador. (i.e. provinces and territories with no law college). A Saskatchewan connection may include: any immediate family connection to law school, parent, sibling, spouse or partner currently attending the University of Saskatchewan or partner currently living in Saskatoon area.

Aboriginal Admission

Applicants of Aboriginal ancestry should apply under this category. There is no quota for Aboriginal applicants. Aboriginal applicants are strongly encouraged to enroll in the Program of Legal Studies for Native People (PLSNP). While some applicants will be required to complete the PLSNP as a condition of their admission to the College of Law, all Aboriginal applicants, conditionally or unconditionally accepted to law school will benefit immensely from the PLSNP's focus on legal reading, legal writing and legal analysis skill building. Program completion is considered a special supplementary predictor of success in law school by the college admissions committee.

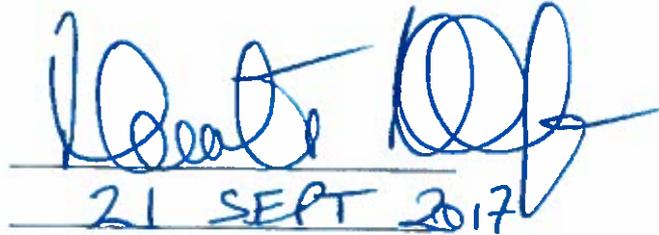
Special Admission

The Admissions Committee will consider special applicants based on the Committee's assessment of the applicant's ability to cope successfully with the requirements of the JD Program. LSAT score is usually given significant weight. There is no formal quota under this category, but the number of seats are limited. Applicants under this category must complete all steps in the regular application process and provide additional documentation that includes:

2017-18 Admission Requirements

- a) A statement explaining the nature of their educational disadvantage (which may include first language other than English, barriers resulting from ethnic or racial background, employment impairment, significant interruption of post-secondary education)
- b) Relevant supporting documentation such as medical reports.
- c) Details of any relevant occupational experience or community involvement.
- d) Two or three supporting letters of reference.

Dean's Signature:


21 SEPT 2017

Date:

2018-19 Admission Requirements

College: Medicine

Program(s): M.D.

Admission Qualifications:

- **Saskatchewan Residents**

Academic performance for Saskatchewan residents is based on all courses taken up to the awarding of a four-year Baccalaureate degree. The degree must be completed prior to entry into Medicine. Academic performance is reviewed for consistency or improvement, and to ensure that the MCAT requirement has been met.

- **MCAT Requirement:**

- All Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) must complete the Medical College Admission Test (MCAT) prior to the application deadline.
- For application for fall of 2017 for entry fall of 2018, no minimum MCAT section or sum scores will be required to apply, but the Admissions Committee will set a minimum acceptable MCAT sum score once the scores of all applicants are known. MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2017 for entry fall of 2018 are from April 2015.
- The Admissions Committee, in assessing an individual's application, will review the MCAT section scores for consistency and for concordance of the MCAT total score percentile with the individual's university academic average (UAA). Inconsistency within the MCAT section results, or discordance between the MCAT total score percentile and the UAA (e.g., MCAT result unexpectedly low based on the UAA), can serve as grounds for the Admissions Committee to remove an individual's application from further consideration.
- While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.

- **Degree Requirement:**

- Application by Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) can be made only during or after the final year of a four year degree. The degree must be completed by the end of April of the year they are seeking admission.
- The degree must be completed in ≤5 years.
- A minimum university academic average (UAA) of 75% is required.
- Applicants in a non-direct entry college can apply if ≥90 credit units have been completed prior to application. At least 120 credit units must be completed by the end of June prior to entry to the college.
- Graduate level courses and degrees will be considered if it works to the applicant's advantage.

- **Out-of-Province Residents**

Academic performance for out-of-province applicants will be based on the MCAT total score along with a required minimum UAA of 83%.

- **MCAT Requirement:**

2018-19 Admission Requirements

- All out-of-province applicants must complete the Medical College Admission Test (MCAT) prior to the application deadline.
- For application fall of 2017 for entry fall of 2018, a minimum total sum of 506 is required to apply with specific section minimums as follows: Biological and Biochemical Foundations of Living Systems ≥ 127 ; Critical Analysis and Reasoning Skills ≥ 127 ; Chemical and Physical Foundations of Biological Systems ≥ 126 ; and Psychological, Social and Biological Foundations of Behaviour ≥ 126 .
- While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.
- Degree Requirement:
 - Application by out-of-province applicants can be made only during or after the final year of a four year degree. The degree must be completed by the end of April of the year they are seeking admission. The degree must be completed within a 5-year period.
 - If applicants are in the final year of a four year degree, a minimum of 90 credit units must have been completed in the 48 months prior to the end of August immediately before application.
 - All courses completed by the application deadline (or up to the awarding of the degree in the case where the degree has been awarded prior to application) will be used for the calculation of the UAA.
 - The minimum UAA required for application will be 83%.
 - The four year degree must be completed by the time of study of medicine starts. All remaining courses completed after the date of application must minimally average 83%.
 - Graduate level courses and degrees will be considered if it works to the applicant's advantage.

Selection Criteria:

- **Weighting**
 - The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview – MMI) for Saskatchewan residents is 20% MCAT; 30% UAA; and 50% MMI.
 - Out-of-province applicants invited for an interview will be ranked for admission based on 100% on the applicant's performance in the MMI.
- **References**
 - The names of three referees and their contact information will be requested from applicants at the application deadline.
 - Referees must have supervised the applicant in a research, employment or volunteer role.
 - References are not scored; they are used on a rule out basis.
- **Criminal Record Check**
 - All applicants offered admission will be required to submit a criminal record check, including vulnerable sector screening, to the College of Medicine by the first day of Orientation of the year of entry.

2018-19 Admission Requirements

Categories of Applicants:

95% of first-year positions are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10% of first-year positions are available for qualified, self-identified First Nations, Métis and Inuit applicants through the Aboriginal Admissions Program (Note: these seats are included in the 95% allocated Saskatchewan positions).

Saskatchewan Residents

Applicants must be Canadian citizens or a permanent resident and have lived in Canada for at least three years prior to September 1 of the year in which admission is being sought. Applicants must have physically resided in Saskatchewan for the three years directly preceding September 1 of the year in which admission is being sought. However, applicants who have left the province, but have previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency) will be treated as residents.

Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years, and do not qualify under the three year condition, will receive credit of one year toward the three-year requirement for every five years of residency in the province.

An exception to the three year ruling may be made for members of the Armed Forces of Canada or RCMP, or for an applicant whose spouse, parent or guardian is a member of the Armed Forces of Canada or RCMP, who has moved to Saskatchewan due to being reassigned. In these cases, the applicant must have resided in Saskatchewan for at least 12 consecutive months directly preceding October 1st of the year of application and obtained written approval prior to the application deadline to waive the three year requirement.

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

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

Canadian Out-of-Province Residents

Up to 5% of positions may be offered to out-of-province applicants. Applicants must be a Canadian citizen or permanent resident and have lived in Canada for at least three years prior to September 1 of the year in which admission is being sought.

Aboriginal Admissions Program

10% of first year spaces are reserved for persons of Canadian Aboriginal descent (with a preference for applicants meeting the Saskatchewan residency requirement and a maximum of five Aboriginal Admissions seats open to out-of-province applicants of Aboriginal descent) accepted through the Aboriginal Admissions seats each year. Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the Aboriginal Admissions pool.

2018-19 Admission Requirements

Diversity and Social Accountability Admissions Program (DSAAP)

Six of the first-year spaces will be eligible to be considered through the DSAAP. The DSAAP seats are reserved for applicants that meet the Saskatchewan residency requirement. Saskatchewan residents will first be considered through the regular Saskatchewan admission rank number (ARN) process. If unsuccessful in achieving a regular offered seat, Saskatchewan residents who qualify through the answers they provide to a DSAAP supplemental admissions questionnaire will then be considered for a DSAAP seat. Self-declared Aboriginal applicants are not eligible for the DSAAP, instead they are similarly first considered through the usual Saskatchewan ARN process and then subsequently through the Aboriginal Admissions Program.

Dean's Signature:



Date:



2018-19 Admission Requirements

College: Nursing

Program(s): Post-Degree BSN

Admission Qualifications:

- A complete baccalaureate degree OR 90 credit units towards a degree
- At least 36 credit units at the senior level
- Minimum weighted average of at least 70%
- Pre-requisite courses:
 - Statistics: 3 credit units
 - Nutrition: 3 credit units*
 - Indigenous Studies: 3 credit units
 - Microbiology: 3 credit units*
 - Anatomy and Physiology: 6 credit units*
 - Humanities: 3 credit units
 - Social Sciences: 6 credit units.

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

One deficiency is permitted in the following areas (Applicants must successfully complete the deficient pre-requisite by December 31 of the year they are admitted. Proof of completion is required by January 31):

- Social Science: 3 credit units
 - Nutrition: 3 credit units
 - Indigenous Studies: 3 credit units.
- Proficiency in English

Selection Criteria:

- **Academic Record – 100% Weighting**
 - Average is calculated on the most recent 60 credit units of coursework towards a degree.
 - All courses towards a degree within each academic year must be included.
 - Coursework completed between January and April prior to May 1 admission will not be used in the initial admission average. However, the coursework can count towards the final admission average (If used to meet degree(s) program requirements) and pre-requisite requirements.
 - 90 credit units of recognized post-secondary study towards a degree must be completed by April 30 of the year of expected entrance to the program.
- **Program Reference Form** – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.
- **Other credentials to be submitted after admission**
 - Respiratory Protection Fit Testing (Due date to be determined)
 - Criminal Record Check and Vulnerable Sector Search (must not be dated more than 6 months prior to submission)
 - Transferring Lifting Repositioning (TLR) course
 - CPR – C Certification and AED
 - Standard First Aid Certification
 - Immunizations
 - Workplace Hazardous Materials Information System (WHMIS)

2018-19 Admission Requirements

Categories of Applicants:

Regular Applicants

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

Aboriginal Equity Access

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

Special Case Admission

One student may be admitted as a special case admission into the Post-Degree BSN every May. Special Case admission is available to applicants who do not qualify for regular admission because their average is less than 70%. Special case admission is available to applicants who:

- Have a minimum average of 65% calculated in the same way as the regular Post-Degree BSN admission averages.
- Meet all other admission requirements including pre-requisite courses.
- Can provide a resume and a letter to the Associate Dean outlining why they should be considered as a special admission case for admission. The letter should include:
 - Relevant Information on their academic record
 - Work/life experience that highlights them as a special case for admission
 - Any additional education
 - Strategies for their success in the Post-Degree BSN program
 - Motivations for nursing
 - They must include the names and contact information of three people who can provide a reference for them, for example: academic (one only), work place (direct report), volunteer/community
- Not currently in a BSN/PDBSN Program

Short listed candidates will be called for an interview. Applicants for special case admission are considered on a case-by-case basis and may not be filled each year. Students applying for special case admission should do so by January 15. Please send the above information to Admissions and Recruitment

Dean's Signature:



Date:

August 30, 2017

2018-19 Admission Requirements

College: Nursing

Program(s): Bachelor of Science in Nursing (BSN) (4 year)

Admission Qualifications:

- **Minimum weighted average of 60% on 30 credit units pre-professional year with the following required courses:**
 - English: 3 credit units
 - Indigenous Studies: 3 credit units*
 - Chemistry: 3 credit units
 - Biology: 3 credit units
 - Statistics: 3 credit units*
 - Nutrition: 3 credit units* (Must be completed no more than 10 years prior to admission year)
 - Psychology: 3 credit units
 - Social Science Elective: 3 credit units*
 - Elective: 3 credit units
 - Elective: 3 credit units

**A deficiency is allowed in one of these four areas. 50% is used in place of the deficiency in the average calculation. Applicants must successfully complete the deficient pre-professional course by December 31 of the year in which they are admitted to Year 2 of the BSN program and provide proof of completion of the course by January 31.*

- **Proficiency in English**

Selection Criteria:

- **Academic Record – 100% Weighting**
 - Admission is competitive; applicants are ranked according to average and the top candidates are selected.
 - Average is calculated on the 30 credit unit pre-professional year; however, if a student takes a higher level course for which the pre-professional course is its pre-requisite, then the course with the higher average will be used in the admission average calculation.
 - For repeated courses, the highest grade will be used.
- **Program Reference Form** – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.
- **Other credentials to be submitted after admission**
 - Respiratory Protection Fit Testing (Due date to be determined)
 - CPR – C Certification and AED
 - Standard First Aid Certification
 - Criminal Record Check and Vulnerable Sector Search (must not be dated more than 6 months prior to submission)
 - Immunizations
 - Workplace Hazardous Materials Information System (WHMIS)
 - Transferring Lifting Repositioning (TLR) course

2018-19 Admission Requirements

Categories of Applicants:

Regular Applicants

Applicants are admitted on the basis of the required post-secondary coursework. Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process. Applicants select the site in which they prefer to study at the time of application. Applicants who select to study in Northern Saskatchewan must be residents of that area according to provincial geographical definition.

Aboriginal Equity Access

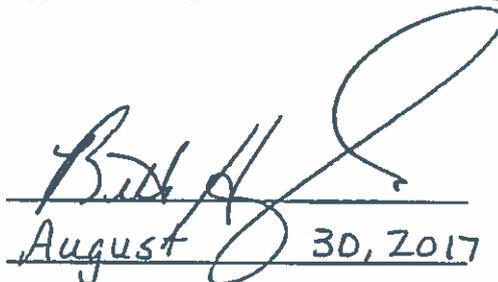
16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.

Transfer Students

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

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

Dean's Signature:



Date:

August 30, 2017

2018-19 Admission Requirements

College: Pharmacy & Nutrition

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

Admission Qualifications:

- **At least 30 credit units of course work, including specific pre-requisite courses, with a minimum average of 70%.**
 - Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - Chemistry 112.3 (General Chemistry I) or equivalent
 - Chemistry 250.3 (Organic Chemistry I) or equivalent
 - English 110.6 OR 6 credit units from English 111.3, 112.3, 113.3 and 114.3 OR French 121.3 (or 122.3) and 125.3 OR Literature 110.6
 - Psychology or Sociology: 6 credit units
 - Electives: 6 credit units general electives
- **Test of Critical Skills**
- **Personal Video Interview**
- **Proficiency in English**

Selection Criteria:

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

- **Academic Record – 60% Weighting**
 - The admission average is based on the 30 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average)
- **Test of Critical Skills – 30 % weighting**
 - Applicants are required to attain a minimum level of achievement on the Test of Critical Skills to be considered for admission.
- **Personal Video Interview – 10% weighting**
 - Personal interview that will be conducted as a video interview. Applicants should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.

Categories of Applicants:

There are 28 first year seats.

Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan Health Card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g. Lloydminster, AB and Flin Flon MB), residents of the Yukon, Northwest Territories and Nunavut, members of the RCMP or the Canadian Armed Forces, graduates of the University of Saskatchewan and children or spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission to Pharmacy & Nutrition.

2018-19 Admission Requirements

Non-Saskatchewan Canadian Residents and International Applicants

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

Education Equity Program – Saskatchewan Residents

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

Special Admission Category

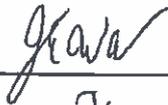
One Saskatchewan student may be admitted under special circumstances or for compassionate reasons.

Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may **not** be filled every year.

Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition (and completed at least one full semester in the program) may be considered for readmission under this category.

Dean's Signature:



Date:

June 24th 2017

2018-19 Admission Requirements

College: Pharmacy & Nutrition

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

Admission Qualifications:

- **At least 60 credit units of coursework as listed below (or equivalents), including specific pre-requisite courses, with a minimum average of 70%.**
 - Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - Chemistry 112.3 (General Chemistry I) or equivalent
 - Chemistry 250.3 (Organic Chemistry I) or equivalent
 - Chemistry 255.3 (Organic Chemistry II) or equivalent
 - English 110.6 OR 6 credit units from English 111.3, 112.3, 113.3 and 114.3 or equivalent
 - Biomedical Sciences 200.3 (Biomolecules) or equivalent
 - Biomedical Sciences 230.3 (Metabolism) or equivalent
 - Physiology 208.6 (Human Body Systems) or equivalent
 - Mathematics 125.3 (Mathematics for the Life Sciences) or equivalent
 - Statistics 246.3 (Biostatistics) or equivalent
 - Biomedical Sciences 210.3 (Microbiology) or equivalent
 - Nutrition 120.3 (Basic Nutrition) or equivalent
 - Electives: 9 credit units general electives
 - Electives: 6 credit units from psychology, sociology, native studies, or philosophy
- **Test of Critical Skills**
- **Personal Video Interview**
- **Proficiency in English**

Selection Criteria:

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

- **Academic Record – 60% Weighting**
 - The admission average is based on the 60 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average)
- **Test of Critical Skills – 30 % weighting**
 - Applicants are required to attain a minimum level of achievement on the Test of Critical Skills to be considered for admission.
- **Personal Video Interview – 10% weighting**
 - Personal interview that will be conducted as a video interview. Applicants should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.

Categories of Applicants:

There are 90 first-year seats.

Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a

2018-19 Admission Requirements

Saskatchewan Health Card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g. Lloydminster, AB and Flin Flon MB), residents of the Yukon, Northwest Territories and Nunavut, members of the RCMP or the Canadian Armed Forces, graduates of the University of Saskatchewan and children or spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission to Pharmacy & Nutrition.

Non-Saskatchewan Canadian Residents and International Applicants

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

Education Equity Program – Saskatchewan Residents

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

Special Admission Category

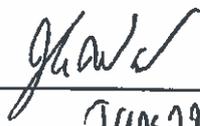
One Saskatchewan student may be admitted under special circumstances or for compassionate reasons.

Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition (and completed at least one full semester in the program) may be considered for readmission under this category.

Dean's Signature:



Date: June 29th 2017

Date:

2018-19 Admission Requirements

College: Veterinary Medicine

Program(s): DVM

Admission Qualifications:

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

Selection Criteria:

Up to 78 students are admitted to first-year class. Selection is based on a number of factors including: mental aptitude, academic performance, motivation, maturity, experience with animals, leadership qualities, social awareness, deportment, verbal facility, and ability to communicate and an understanding and knowledge of the veterinary profession. These factors are assessed through the following criteria.

- **Academic Record**
 - At least two years of university courses are required to complete the pre-requisite course requirements.
 - Applicants must have a minimum cumulative average of 75% to be considered.
- **Interview**
 - Applicants are selected for interview based primarily on their academic performance.
- **References**
 - Two references are required: one must be a veterinarian, while the other must have an animal related or agricultural background.
- **Selection of Students**
 - Applicants are ranked for admission based on a weighted formula: 60:40 academic vs non-academic.

Categories of Applicants:

As a regional veterinary college, the program accepts applicants who are residents of the four western provinces and the northern territories. The allotment system is:

- British Columbia: 20
- Alberta: 20
- Saskatchewan: 20
- Manitoba: 15
- Northern territories (Yukon, Nunavut and Northwest Territories): 1
- Education Equity Program: 2

2018-19 Admission Requirements

British Columbia, Alberta, Saskatchewan and Manitoba Residents.

The residence of an applicant who has not established a residence of his or her own and lived in that residence for twelve continuous months (excluding any time enrolled in post-secondary study in that province or outside that province) shall be considered to be the province or territory of Canada where their parent(s) has lived most recently for twelve continuous months.

Where an applicant has established a residence of his or her own in a province or territory in Canada, the residence of the applicant shall be considered to be the province or territory of Canada where the applicant has lived most recently for twelve continuous months (excluding any time enrolled in post-secondary study in that province or outside of that province) prior to making application for admission to the College.

Where an applicant is a Canadian Citizen and has established a residence of his or her own outside Canada and intends to re-establish residence in Canada, the residence of the applicant shall be considered to be the province or territory of Canada where he or she lived most recently for twelve continuous months (excluding any time enrolled in post-secondary study in that province or outside of that province) before leaving Canada.

Where an applicant is a Permanent Resident of Canada as defined in the Immigration Act and Refugee Protection (Canada) and has established a residence of his or her own in a province or territory of Canada without having 12 continuous months without attending post-secondary study, and the applicant's parents do not reside in Canada, the residence of the applicant shall be considered to be the province or territory where he or she first resided in Canada.

Yukon, Nunavut, and Northwest Territories Resident

Because Yukon, Nunavut, and the Northwest Territories are not formal signatories of the interprovincial funding contract, they apply their own rules for applicants claiming to be residents of these areas.

Aboriginal Equity Access Program

Two seats are available for Aboriginal students under this category.

Applicants must be residents of the four western Canadian provinces or the northern territories. The WCVI requires proof of Aboriginal ancestry that must be provided at the time of application.

A certified copy of the one of the following cards:

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

Dean's Signature:



Date:

Aug 27/17

2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies

Program(s): Visiting Research Student Program

Definition:

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding twelve months per 18-month period.

Admission Qualifications:

- Sufficient postsecondary education and English proficiency to engage effectively in undergraduate-level or graduate-level research, as determined by the faculty supervisor.

Selection Criteria:

- Submission of a Visiting Research Student (VRS) application.
- A research plan including research objectives, research activities, and expected learning outcomes.
- Approval of an identified U of S faculty supervisor.
- Review and approval of application, research plan, and supervisor by College of Graduate Studies and Postdoctoral Studies (CGPS).

General Information:

- A VRS may pursue supervised research only, and may not enroll in any credit coursework at the University.
- Students will be registered by CGPS in a zero credit-unit research course, which denotes that student is engaged in full-time academic research.
- VRS students will not be assessed tuition and will be assessed off-campus student fees providing access to limited U of S student services. Students may elect to enroll in the Health, Dental and U-Pass plans.
- Students will be assigned a CR (Completed Requirement) for satisfactory completion of the research objectives or an F (Fail) for unsatisfactory completion. An official transcript of the visiting research studies may be ordered.
- Students who wish to register in credit coursework, or who wish to stay longer than six months, must pursue other admission options such as admission as a non-degree student, a visiting student, or a joint student.
- International visiting research students are encouraged to obtain a study permit although it is not required by IRCC for periods of study six months or less. Where faculty intend to remunerate research activity, the student must obtain a study permit and apply for a SIN on arrival in Canada.

2018-19 Admission Requirements

College: All U of S Colleges and Schools

Program(s): Visiting Student Program

Definition:

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Admission Qualifications:

- Proof of sufficient postsecondary education and English language proficiency to engage effectively in undergraduate-level or graduate-level studies. This proof comes from the home institution, generally in the form of a Letter of Permission, transcripts, or a selection process that is outlined in a current mobility agreement.

Selection Criteria:

- Submission of an application for admission.
- Review and approval by College (direct-entry delegated to Admissions & Transfer Credit Office).

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Jay Wilson, chair
Governance Committee

DATE OF MEETING: October 19, 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.1.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.

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. Membership of the Faculty Councils

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 designate and 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
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Dirk de Boer, chair
Planning and priorities committee of Council

DATE OF MEETING: October 19, 2017

SUBJECT: Name Change to the School of Physical Therapy

DECISION REQUESTED: *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.

PURPOSE:

The request of the School of Physical Therapy to be renamed the School of Rehabilitation Science is desired to reflect the growth in rehabilitation science research and education within the school. The name change will identify the school as an academic unit whose activities encompass Occupational Therapy, Physical Therapy, and Speech Language Pathology, areas that are included within the term rehabilitation science.

CONSULTATION:

The initiative for the name change was taken in consultation with the faculty members and students of the college, as part of the school's mission and vision renewal. The name change was approved by the School of Physical Therapy Faculty Council on May 3, 2017. The planning and priorities committee considered the name change at its meeting on September 27, 2017, and approved a motion to recommend the name change to Council.

DISCUSSION SUMMARY:

The name change follows through on the original vision of the university in the early 1960s to establish the three primary rehabilitation science professions: Occupational Therapy, Physical Therapy, and Speech Language Pathology. These areas encompass basic and clinical/applied sciences and health professional programs focused on restoring human functional capacity and interaction with the environment.

The school has successfully established and delivered an entry to practice master's program in Physical Therapy and has established research in this area. Through faculty hires and an increase in master's and doctoral students and post-doctoral fellows working in the fields of

Occupational Therapy and Speech Language Pathology, the school now encompasses research in these core rehabilitation science programs, in addition to research outcomes in Physical Therapy. These students are completing degrees in the College of Medicine, with faculty from the School of Physical Therapy involved in their work. The critical obstacle to offering professional programs in Occupational Therapy and Speech Language Pathology is lack of funding, as program proposals developed were endorsed pending resources.

SUMMARY:

The planning and priorities committee supports that the School of Physical Therapy be renamed the School of Rehabilitation Science as the name change signals the school is committed to advancing research, practice, and education in rehabilitation science in partnership with others to support better health care outcomes.

ATTACHMENTS:

1. School of Physical Therapy Name Change Request



**UNIVERSITY OF
SASKATCHEWAN**

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Dr. Liz Harrison Date: September 15, 2017

College: School of Physical Therapy

College approval date: May 5, 2017 School of Physical Therapy Faculty Council

Proposed effective date of the change: May 1, 2018 with student records to be updated in
September 2018

1. Proposed change of name

	From:	To:
College	School of Physical Therapy	School of Rehabilitation Science
Department		
Program name		
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)		
Building	Health Sciences Bldg E-Wing	
Street	104 Clinic Place	
Other		

2. Documentation

RATIONALE

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

Across the globe Rehabilitation Science is a common descriptor for an academic unit that provides structure and focus to advance basic and clinical/applied sciences and health professional programs focused on restoring human functional capacity, across the lifespan, and improving individual and community interactions with the environment. In Canada the most common disciplines and health professional programs represented within Rehabilitation Science academic structures include Physical Therapy, Occupational Therapy and Speech Language Pathology. Since 1967 the University of Saskatchewan has had a very successful Physical Therapy academic unit with primary focus on research, education and scholarship in the physical therapy discipline. The School of Physical Therapy sits administratively within the College of Medicine. The Physical Therapy program (Masters of Physical Therapy (MPT)) holds full accreditation with the national university accreditation body and has received consistent positive external reviews including the most recent (2017) report coordinated through the College of Graduate and Post-doctoral Studies external review process.

The original vision for the University was in the early 1960s was to establish the three primary rehabilitation science professions including Occupational Therapy, Physical Therapy and Speech Language Pathology at the University of Saskatchewan. The academics, students and professionals in these disciplines advance knowledge in rehabilitation science and contribute to better quality of life and health for individuals and communities. The University has advocated for these disciplines in order to fulfil our obligation to society to educate future generations of rehabilitation science health professionals (including Occupational Therapists, Physical Therapists and Speech Language Pathologists), researchers and educators.

Globally the field of rehabilitation science is considered one of the fastest growing and important fields to support health, quality of life and well-being. The disciplines and the professionals working in these areas are critical to addressing: the health needs of an aging population, improvements in health status and services for children and youth with complex disabilities, management of chronic diseases, and the application of a range of health and education related technologies. Rehabilitation science (research, practice and education) is directly linked to better care and better quality of life for these populations and many others requiring a range of services from the health and education sectors.

To date, the School of Physical Therapy has represented academic rehabilitation science within the province of Saskatchewan with primary capacity and focus in the discipline of Physical Therapy (one of the core rehabilitation science programs). We have a strong and internationally respected complement of Physical Therapy faculty and students. In 2008, the University of Saskatchewan developed proposals for two new entry to practice professional programs in Occupational Therapy (OT) and Speech Language Pathology (SLP). These proposals were reviewed and approved by Program Steering Committees representing professional, community, government and university partners. The proposals were approved by School, College and University Council Committees. These programs were approved pending new government funding. Both of the professional programs (OT and SLP) are highly regarded nationally and internationally for preparing professionals in these disciplines that are seriously needed in the health and education sectors. Both of these disciplines are also key to advancing rehabilitation science research which is directly linked to better health care and education.

As part of the original proposals, a letter of intent was reviewed and approved by the Planning and Priorities Committee of Council (J. Rigby, May 20, 2008) confirming that a name change from School of Physical Therapy to School of Rehabilitation Science would be appropriate to accommodate the expanded research and programming in addition to the high quality Masters in Physical Therapy (MPT) program. In past years the University of Saskatchewan Operation forecasts included School of Rehabilitation Science (with new programs in Occupational Therapy and Speech Language Pathology) as an institutional priority. Although there has not yet been provincial funding targeted to these new university professional programs (Occupational Therapy and Speech Language Pathology) the School has expanded our rehabilitation science research and education programming with a growing number of

graduate students (MSc and PhD) and post-doctoral fellows in the field. In post-graduate and continuing education activities we are growing our partnerships with professionals and researchers in Occupational Therapy and Speech Language Pathology. A recognized rehabilitation science academic unit at the University of Saskatchewan will ensure that we continue to advance and support research, education and scholarship in this field.

In regards to internal processes, we have completed consultations and approval from our internal committees. In May 2017 the **School of Physical Therapy Faculty Council recommended the establishment of the School of Rehabilitation Science** (replacing School of Physical Therapy). This recommendation came about as part of our renewal of the School's Mission/Vision document and the fourth integrated plan.

“Our vision We will be the outstanding School of Rehabilitation Science in Saskatchewan, nationally and internationally recognized for innovative research and graduate programs, high quality interprofessional education, and exceptional knowledge translation. We will demonstrate leadership in physical therapy and rehabilitation science to advance research, learning, knowledge sharing, and reconciliation and inclusion with and by Indigenous peoples and communities.

Our mission Excellence in Physical Therapy and Rehabilitation Science teaching, research, scholarship and leadership to improve the quality of life and well-being for all people of Saskatchewan and beyond.” (approved School of Physical Therapy Faculty Council May 2017)

The name change is necessary to recognize our mission/vision as noted above. Renaming the School more appropriately represents the range of our research and education activities in rehabilitation sciences, including physical therapy. The name change will better position the University of Saskatchewan and province, for future program development and we will be strengthen our standing with other U15 Universities and international partners who offer high quality rehabilitation science research and education programming. Success of current and future researchers, graduate students and clinicians applying for funding will be improved as we can profile rehabilitation sciences at the University of Saskatchewan.

IMPACT OF THE CHANGE

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

Impact on students

This change will improve the visibility of the School and University relative to our rehabilitation science expertise. It will directly impact on recruitment of new graduate students into MSc/PhD and post-doctoral positions. There will be no change to current programming for graduate students in the Masters of Physical Therapy (MPT) and MSc/PhD in Health Science programs. Having a more a more diverse student and faculty complement will support a positive learning and research environment.

Future positive impact on students in Saskatchewan and beyond will be positioning the University of Saskatchewan to establish two new health professional programs in Occupational Therapy and Speech Language Pathology that are currently not available in the province. These two programs are considered very high quality, attractive to many students (extremely competitive throughout Canada) and recognized for contribution to health care and health research. There is significant demand from students for both of these programs across Canada.

Impact on faculty

This change will not have an immediate impact on faculty except we will benefit from a more diverse student body and our faculty will have further opportunities to advance research, education and scholarship within rehabilitation science. Future positive change, as mentioned above, will be the addition of new faculty in the other rehabilitation professions and this would greatly contribute to improved opportunities for collaboration with current PT and other health science faculty in research, education and scholarship.

Impact on staff

This change will not have a direct impact on staff except as noted above the diversity of the student body will be valuable to support a high quality work and learning environment. Future positive growth in staff complement to support potential expansion in the area would contribute to the range of key academic administration activities currently being maintained by a very small staff complement to operate the School of Physical Therapy.

Impact on alumni

Alumni of the School of Physical Therapy will continue to be represented by the School and our alumni office. The potential future growth in graduates in other programs (OT and SLP) would be a positive outcome. Of note our alumni are very supportive of this advancement as they recognize the importance of rehabilitation science and the potential that a name change has in supporting new programs in Occupational Therapy and Speech Language Pathology.

Other Considerations

The Program Planning and Resource Advisory Committee of the School has drafted minor changes to School administration and governance documents that result from name change. Throughout our strategic planning process, the College of Medicine (Dean, Executive, Council, and Planning Committee) has been kept informed of the School's goal of changing the name of the school to align with our strategic priorities. The current and past Deans of Medicine have been tremendous supporters of this change and a letter of support from Dr. Smith, Dean of Medicine, is attached. As the School is an academic unit within the College some minor changes to the name of the School on college documents will be necessary. Once the name change is approved by University Council, the School's Faculty Council will proceed with review/ approval of revised School of Rehabilitation Science By-Laws (to replace current School of Physical Therapy By-Laws). A revised By-Laws draft document has been submitted to the School's Faculty Council for review (fall 2017). Once the name change is approved by University Council, the School's Faculty Council will be ready to move forward with approval of the final School of Rehabilitation Science By-Laws to align with the institutional timing of the name change.

Effect on other programs, departments, colleges, centres

This change will not directly impact on any other programs, departments, or centres relative to resources. The School is supported within the College of Medicine administrative structure and this will continue. As a graduate program, key activities of the MPT are governed by the College of Graduate and Post-doctoral Studies and this programming relationship will not change. We have consulted with College of Graduate and Post-doctoral studies and College of Medicine and some minor changes in their documentation related to name change will be necessary. Attached is a letter of support from the College of Graduate and Post-doctoral Studies.

We propose that this name change will positively impact on others in the University as collaboration with rehabilitation science professionals and researchers will be enhanced. Researchers working in fields such as Clinical Psychology, Engineering, Education, Medicine, Nursing, Kinesiology, Pharmacy, Nutrition, Public Health, Public Policy, Economics, Anatomy and Cell Biology, and Medical Imaging require the unique experience and support of rehabilitation science researchers to advance their work. This change in name will position the University to advance our goals of collaboration across the disciplines and increase our competitive position in national and international endeavours. As noted in the letter of support from the Office of the Vice-Provost Health, this name change supports the university and other health science initiatives and aligns with the goals to advance interprofessional health education and research.

Impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)

The system changes required for name change have been discussed with the appropriate University academic units and **the consultation report has been appended** defining specific administrative changes required.

External impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

This change will have a very positive impact related to our external partners. The expansion to Rehabilitation Science is in keeping with universities across the nation and this will ensure that the

University of Saskatchewan is recognized for advancing rehabilitation science in the nation and beyond. This will formalize our provincial presence at critical meetings related to rehabilitation science research, academic programming and professional development.

Please attach any statements or opinions received about this change.

Attached are letters of support representing internal and external partners.

University of Saskatchewan (Assistant Vice-Provost Health, Dean College of Medicine, College of Graduate and Post-doctoral Studies, Past Senate Representative)
Saskatoon Health Region (Dr. Suzanne Sheppard)
National Rehabilitation Science academic and professional partners (Dr. Patty Solomon (Associate Dean, School of Rehabilitation Science, McMaster University); Sonia Brooks (Saskatchewan Society of Occupational Therapists), Michelle Derdahl (University of Alberta Sk OT Clinical Education Coordinator).

Costs

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

The primary costs associated with this change will be costs associated with updating signage (health science E wing) and updating of documents. The Consultation report from the registrar's office is appended defining the impact at university level. Within the college there are no costs other than updating documents with new name as noted above. The School will update the name on the web-site and on-line documents however we normally review/revise information regularly so this will be normal operational update.

Consultation

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

Please find attached the consultation report. The Office of the University Secretary was consulted early in the process and provided direction on this proposal. As noted we have consulted with Vice-Provost Health office which manages the space (coordinates signage) for the School. Others including the College of Medicine Budget Planning Committee and Institutional Planning (Dr. Rigby, Sept 5, 2017) have been consulted with no concerns identified.

NOTE: All letters of support compiled into one document.

3. Review and Approval Authority

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

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

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

- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

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



M. Suzanne Sheppard, PhD
Director

Interprofessional Practice Education and Research
T-Trainer, Live Well™ with Chronic Conditions
Stanford Chronic Disease Self Management Program
Royal University Hospital
103 Hospital Drive Saskatoon, SK, S7N 0W8

Phone: 306-655-2486 Fax: 306-655-1037

Email suzanne.sheppard@saskatoonhealthregion.ca

Dr. Liz Harrison
Associate Dean
School of Physical Therapy
University of Saskatchewan
Health Sciences Building, E-Wing
Suite 3400, 3rd Floor
104 Clinic Place
Saskatoon, SK S7N 2Z4

August 14, 2017

Dear Dr. Harrison,

I wish to express the support of the Saskatoon Health Region for the name change of the School of Physical Therapy to the School of Rehabilitation Science. This is a long overdue change which will bring the University of Saskatchewan in line with most other Canadian institutions and recognize the important role that rehabilitation science plays in health care.

As you point out, the University of Saskatchewan has proposed expansion into Rehabilitation Science for some 5 decades. The complete field of rehabilitation is essential to provide interprofessional team based care for much of the population that SHR serves- from babies in NICU to the oldest adults. This is particularly important when we consider the proportion of the population with disability and chronic conditions.

The larger field of Rehab sciences includes the disciplines of Occupational Therapy and Speech Language Pathology. I can only hope that this name change will highlight the need to develop education and research programs for these two disciplines. A fully functional and broadly based School of Rehabilitation Science can only benefit the population of Saskatchewan.

Regards

A handwritten signature in cursive script that reads "M. Suzanne Sheppard".

M Suzanne Sheppard, Ph.D.



School of Rehabilitation Science
1400 Main Street West
IAHS-403
Hamilton, ON L8S 1C7
T: (905) 525-9140, ext 27820
E: Solomon@mcmaster.ca
www.srs-mcmaster.ca



School of
Rehabilitation
Science
REACHING FURTHER

June 12, 2017

Dr. Liz Harrison
Associate Dean Rehabilitation Science
University of Saskatchewan

Dear Liz,

At McMaster University, the School of Rehabilitation Science is the academic administrative home for research, education and scholarship within the Faculty of Health Science. Within the School we have Programs in Physiotherapy , Speech-Language Pathology, Occupational Therapy and online and thesis based masters and doctoral programs in Rehabilitation Sciences. The structure facilitates collaboration and success of our researchers, educators and clinicians internationally recognized for leadership in advancing rehabilitation sciences.

I am aware of the considerable work that has been done over the years at the University of Saskatchewan to further enhance rehabilitation sciences. I strongly support their proposal of changing the name of School of Physical Therapy to the School of Rehabilitation Sciences. This will further position the University of Saskatchewan students, researcher and clinicians to advance rehabilitation sciences in the province and to be recognized nationally and internationally for this work. This change in name aligns well with other rehabilitation science Canadian and international universities.

Sincerely,

A handwritten signature in cursive script that reads "Patty Solomon".

Patty Solomon, PhD
Professor and Associate Dean
School of Rehabilitation Science
McMaster University



August 29, 2018

To whom it may concern:

Re: Proposed change of name of the University of Saskatchewan School Of Physical Therapy to the School of Rehabilitation Science

I am pleased to indicate my support for this name change and commend the School of Physical Therapy for both its inclusiveness and vision in proposing this change, and for the dedicated efforts of their faculty and leaders in pushing to include Occupational Therapy and Speech Language Pathology as part of the U of S health science programming. Their desire to change the school name indicates a keen understanding of the current trends in health care nationally and internationally, and a desire to signal their inclusiveness and commitment to interprofessional education and collaborative practice within the health care team.

In my role as Assistant Vice Provost, Health, promoting and supporting interdisciplinarity within the health sciences at the University of Saskatchewan, I see this name change as yet another signal of the University of Saskatchewan's unique leadership position in health professional education and research in Canada. Our University's willingness to signal its desire to represent the broadest of views of rehabilitation science through this name change will reflect our commitment to interprofessional collaboration in strengthening health care and the health care team provincially, nationally and globally.

Respectfully,

A handwritten signature in blue ink that reads "Lois Berry".

Lois Berry, RN, PhD
Interim Assistant Vice Provost, Health
University of Saskatchewan



Saskatchewan Society of Occupational Therapists

Liz Harrison, PhD, BPT
Professor and Associate Dean
School of Physical Therapy
College of Medicine
University of Saskatchewan,
Saskatoon, SK S7N 0W0

July 25, 2017

Dear Ms. Harrison,

On behalf of the Saskatchewan Society of Occupational Therapists (SSOT), I want to express our appreciation to the School of Physical Therapy's Faculty Council for considering a name change. For decades, SSOT has long valued its relationship with the University of Saskatchewan (U of S). Most recently, we have sought to solidify our relationship with the School of Physical Therapy by establishing the Saskatchewan Occupational Therapists' Research and Education Fund. While the grant is housed at the university, it is administered collaboratively between SSOT and the U of S. This partnership demonstrates the desire of both organizations to support Saskatchewan occupational therapists' involvement in scholarly research. We are grateful for the relationship that has developed over the years.

Unfortunately, other than the 5% of occupational therapists who have their undergraduate degree from the U of S, few Saskatchewan occupational therapists view it as "their" university. A simple name change to "Rehabilitation Science" signals a broader professional scope. It invites those professionals, especially occupational therapists, who trained outside of Saskatchewan to inquire about educational opportunities and resources as needs arise. It speaks to the university's commitment to interprofessional collaboration which has been shown to deliver optimal outcomes for students and clients alike. We hope that your broadened scope will one day include an Occupational Therapy Program. SSOT would be willing to partner with you in developing such initiatives as we have in the past.

Thank you for the opportunity to offer our support. We wish you all the best as you move forward in making changes within your institution.

Sincerely,

Sonia Brooks
President

Making Everyday Tasks Reachable

P.O. Box 9089, Saskatoon, Saskatchewan S7K 7E7 • Telephone (306) 956-7768

Memorandum

To: Sandra Calver, Secretary, Planning and Priorities Committee of Council

CC: Liz Harrison, Associate Dean, School of Physical Therapy, College of Medicine

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

Date: September 8, 2017

Re: School of Physical Therapy name change to School of Rehabilitation Science

The College of Graduate and Postdoctoral Studies supports the name change of the School of Physical Therapy (SPT) to the School of Rehabilitation Science. The proposed name change would better-align the school name with its mandate, and provide consistency with naming conventions of comparator institutions.

The proposed name change would benefit students, postdoctoral fellows, and faculty by more accurately reflecting the scope of the research, scholarly, and clinical activities within the school. We expect that the proposed name change will increase inclusion and connectivity for individuals involved in rehabilitation science.

We remain hopeful that the school will see growth, and we will be able to implement additional programs in rehabilitation science, most-specifically programming in Occupational Therapy and Speech Language Pathology, but also in additional rehabilitation science areas. As we grow institutionally, the proposed name change would allow for clear indication of the school's identity.

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

:kc

July 7, 2017

Michele Derdall
Saskatchewan Clinical Education Coordinator
Dept. of Occupational Therapy
Faculty of Rehabilitation Medicine
University of Alberta

Dr. Liz Harrison
Professor and Associate Dean
School of Physical Therapy
College of Medicine
University of Saskatchewan

Dear Dr. Harrison,

From the perspectives of a past U of S Senate member representing Occupational Therapy, and as a clinician, educator and clinical education coordinator, I would like to offer my support for the proposed change of name to the School of Rehabilitation Science. This is an important step towards fostering a wider and more interdisciplinary scope of rehabilitation science research and education which will strengthen and help fill existing gaps in the university's health sciences programs. The more encompassing title of Rehabilitation Science necessarily translates into support for rehabilitation professions such as Occupational Therapy and Speech Language Pathology which currently have no provincial education programs. The proposed name change is a positive step for the university, for all rehab professions and ultimately for better serving the people of the province.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michele Derdall". The signature is fluid and cursive, with a large initial "M" and "D".

Michele Derdall, M.A.O.T., BSc.OT



August 15, 2017

Dr. Liz Harrison
Associate Dean
School of Rehabilitation Science
University of Saskatchewan

Dear Liz,

The College of Medicine has consistently supported the goal of advancing rehabilitation science at the University of Saskatchewan. As a socially responsible organization we are committed to meeting the needs of our communities. The rehabilitation science professions (Physical Therapy, Occupational Therapy and Speech Language Pathology) and the research within these disciplines are critical to improving the quality of life and health status of our communities. For decades, the case has been made in a variety of reports and previous integrated plans of the College and School, that establishment of a School of Rehabilitation Science at the University of Saskatchewan is important. As a well-respected academic unit in the College of Medicine, the School of Physical Therapy, like the University and College of Medicine recently revised its Mission/Vision document (May 2017). As noted below the name change is a necessary next step to realize the new mission/vision as articulated and supported by faculty and community members.

Mission: Excellence in Physical Therapy and Rehabilitation Science teaching, research, scholarship and leadership to improve the quality of life and well-being for all people of Saskatchewan and beyond.

Vision: We will be the outstanding School of Rehabilitation Science in Saskatchewan, nationally and internationally recognized for innovative research and graduate programs, high quality interprofessional education, and exceptional knowledge translation. We will demonstrate leadership in physical therapy and rehabilitation science to advance research, learning, knowledge sharing, and reconciliation and inclusion with and by Indigenous peoples and communities.

The University has a well-respected and fully accredited Physical Therapy program. This change in name will position the University of Saskatchewan to advance future programming in two key rehabilitation professions, Speech-Language Pathology and Occupational Therapy. Additionally, this change will improve the University and provincial standing related to successfully contributing to research in Rehabilitation Sciences. The name change will more appropriately align our structure to support the range of graduate programming (MSc/PhD) in these disciplines.

As Dean of the College of Medicine, I strongly support the proposal for changing the name of the School of Physical Therapy to the School of Rehabilitation Sciences. This change in name aligns with other rehabilitation science Canadian and international universities and will position the University of Saskatchewan students, researchers and clinicians to contribute and be recognized locally, provincially and globally in the field.

Sincerely,

Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean

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

Title: School of Physical Therapy Name Change

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

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

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

10 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]

11 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 - not applicable

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?

SCHOOL OF REHABILITATION SCIENCE

(Department code in student system = RSC)

(Department description in student system = School Rehabilitation Science)

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

School of Physical Therapy [PT in student system] (built as a department)

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

201805 for the Course and Program Catalogue; 201809 in the student system

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

Master of Physical Therapy [MPT-P-GP] and major of Physical Therapy [PTH] will be moved to the new department

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

All PTH [Physical Therapy] courses will be moved to the Department of 'School of Rehabilitation Science' to replace the current 'School of Physical Therapy' as the Department

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

No

Section 7: Course Information - not applicable

1 Is there a new subject area(s) or 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.

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 - not applicable

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 - not applicable

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?

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.

8 Has IPA Been Consulted?

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 - not applicable

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)

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 - not applicable

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 - not applicable

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 - not applicable

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) - not applicable

1 Should classes count towards T2202s?

Yes No

Section 16: Awards Information - not applicable

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?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes No

If yes, will they be able to complete the program?

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

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

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 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: June 5, 2017

Registrar (Russell Isinger):

Russell Isinger,

College / Department Representative(s):

Harrison