AGENDA

2:30 p.m. Thursday, January 18, 2018
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 December 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. Joint Committee on Chairs and Professorships

   8.1 Request for Decision: Gabriel Dumont Chair in Métis Studies

   It is recommended that Council approve the Gabriel Dumont Chair in Métis Studies and recommend to the Board of Governors that the Board authorize the establishment of the Chair.

9. Nominations Committee

   9.1 Acting Vice-Chair

   It is recommended that Council approve that Roy Dobson, College of Pharmacy and Nutrition, be appointed effective immediately as Acting Vice-Chair of Council until Chelsea Willness,

Acting Chair of Council resumes her role as Vice-Chair, and that Roy Dobson's service as Acting Vice-Chair not extend beyond June 30, 2018.

10. Planning and Priorities Committee

    10.1 Request for Input: University Plan

11. Academic Programs Committee

    11.1 Request for Decision: Admissions Requirements Change - Bachelor of Education, Sequential Music Program (Secondary)

    It is recommended that Council approve the change in admissions requirements for the Bachelor of Education, Sequential Music Program (Secondary), effective May 2018.

    11.2 Report for Information: Academic Calendar 2018/19

    11.3 Report for Information: French Common Law Option – program change with tuition implications

    11.4 Report for Information: Engineering Entrepreneurship Option – program change with tuition implications

    11.5 Report for Information: Name change and program change for Certificate in Aboriginal Theatre (now Certificate in wîcêhtowin Theatre)

12. Other business

13. Question period

14. Adjournment

Next meeting February 15, 2018 – Please send regrets to barb.welland@usask.ca
Deadline for submission of motions to the coordinating committee: January 29, 2018.

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, December 21, 2017
Arts Building Room 241 Neatby-Timlin Theatre

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

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

Professor Tom Steele of the Department of Physics and Engineering Physics delivered a memorial tribute to honour former colleague Professor Akira Hirose, professor and Canada Research Chair in the Department of Physics and Engineering Physics.

1. Adoption of the agenda

WILSON/GJEVRE: *To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

The acting chair reminded those in attendance of the usual protocols for discussion and debate. She reported briefly on the monthly meeting of committee chairs with the president's executive committee in December. The first topic discussed involved graduate student and post-doctoral fellow compensation and the ability of the university to sustain graduate student research and teaching in the face of diminishing funding. The second topic discussed was in relation to donor gifts to the university within the context of potential public and stakeholder reactions.

Minutes of the meeting of November 16, 2017

The acting chair noted two corrections to the November 16, 2017 minutes: the addition of the words "and diploma" to the motion under item 11.1 to request approval of the Certificate **and Diploma** Guidelines, and a correction to the paragraph under Question Period (as shown below).

"Dr. McDougall further recalled the earlier question about gender equity at the senior ~~administrative~~ **leadership** level and noted that women administrators comprise 44% of the university's senior ~~administration~~ **leadership (ranging from the president to deans and executive directors of schools)** and that this percentage would increase to close to 50% in January."

DE BOER/WILSON: *That the November 16, 2017 Council minutes be approved with the corrections noted.*

CARRIED

4. Business from the minutes

Patti McDougall, vice-provost teaching and learning addressed the question raised at the November Council meeting about the status of gender equity at the university, the university's goals around gender equity, and how the retention of women in senior leadership is being addressed. Under the

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leadership of Cheryl Carver, associate vice-president, Human Resources, the university is developing an institutional equity, diversity, and inclusion plan, which will be tied to the principle of diversity within the new University Plan.

Dr. McDougall indicated initial work includes an employment systems review to identify barriers within the university's processes, practices, and systems. The specific institutional goals of the plan have not yet been established, but will include gender equity goals. Consultation about the plan will be with students, faculty, staff, and with individuals from under-represented groups.

Vice-provost McDougall noted that the university's hiring of senior leaders focuses on diversity and inclusion where systemic gender equity issues exist, and that the representation of women in senior administrative positions has increased since 2013. The review of the university's search and review procedures for senior administrators presently underway is anticipated to shed light on the renewal process for female senior leaders, which has been identified as a retention obstacle.

5. Report of the President

President Peter Stoicheff extended best wishes to members for the holidays. The president reported on his attendance at the gala for the induction of Marcia McKenzie and Keith Carlson of the university into the Royal Society College of New Scholars, Artists, and Scientists. The president also provided details of his recent trip to Israel, Jordan, and east Jerusalem with seven other university presidents from Universities Canada. The purpose of the trip was to discuss research innovation start-ups with the presidents of institutions from this area of the Middle East. The president indicated he would speak further about his trip at a future meeting.

6. Report of the Provost

President Stoicheff presented the Provost's Report on behalf of Tony Vannelli, provost and vice-president academic. President Stoicheff spoke of the timing of the submission of the University Plan to Council, the timeline of the plan which extends to 2025. President Stoicheff spoke of his belief of the uniqueness of the university plan among members of the U15. The plan is informed by the *Vision, Mission, and Values* document of the university, but is not a restatement of the document. The format of the plan is designed for a digital environment and portrays the university's strengths in interdisciplinarity, community outreach, innovation, social justice, and reconciliation, among other strengths.

The President reported on the initiative to establish a permanent site for the university in the city of Prince Albert, where a number of colleges have offered programs for some time. The acquisition of a permanent site will act as a gateway for the university's northern strategy in the delivery of programs and community-based research, and will benefit those who live in northern Saskatchewan.

7. Report of the Vice-president University Relations

Debra Pozega-Osburn, vice-president university relations addressed Council. The portfolio of University Relations encompasses strategic communications, community relations and engagement, alumni relations, development and donor relations, governance and stakeholder

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relations, and research and data management. Dr. Pozega-Osburn elaborated on how the work of University Relations across this broad portfolio contributes to the strength of the university. Dr. Pozega-Osburn indicated she uses the phrase "Saskatchewan rising" to talk about reputation and the degree to which the university should be admired, trusted, and respected.

University Relations works from the perspective of a partnership model. On a day-to-day basis, those in University Relations build relationships, profile, connections, reputation, and a funding base, through both public and private contributions. Strategic areas of change include a new focus on community relations, establishing mutually beneficial relationships with over 150,000 university alumni around the world, new strategies for government relations, renewed relationships with donors, and preparations for a new campaign, among others. The intent is to move beyond a fundraising or a capital campaign to a comprehensive campaign, with the new University Plan at its heart.

Vice-president Pozega-Osburn closed with a slide showing the mission, vision and values of University Relations with the sentence, "We are creative, open, and true." This statement is the promise of University Relations to the community and what people can expect when working with University Relations.

8. Student Societies

8.1 Report from the USSU

David D'Eon, president of the University of Saskatchewan Students' Union (USSU) presented the USSU report. Mr. D'Eon reported briefly on the USSU's continuing work on government relations and funding of the university and the announcement by the city of a new rapid access transit system. The USSU has ensured the terminal by Place Riel is a secure and safe place to wait for the bus, and will make sure that the transit terminals on College Drive are also safe.

8.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. Mr. Ghaith extended warm wishes to all present on behalf of the GSA executive and GSA staff.

Mr. Ghaith reported that in November, the GSA Council adopted a position statement about membership of a graduate student on the Board of Governors. The GSA intends to seek formal endorsement from Council in January of the recommendations for action arising from the statement, as stated in the GSA written report to Council.

9. Governance Committee

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

9.1 Request for Decision: Policy on Student Discipline

Professor Wilson indicated the changes to the policy are primarily housekeeping in nature.

WILSON/WOTHERSPOON*: That Council approve the Policy on Student Discipline with the changes as shown.*

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CARRIED

Professor Wilson indicated that the committee would submit a nomination for a member to serve as acting vice-chair in January. An acting vice-chair is required due to the service of Chelsea Willness as acting chair in the chair's absence.

10. Academic Programs Committee

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

10.1 Request for Decision: Internationally Educated Teacher Certificate

Professor Wotherspoon briefly outlined the intent of the certificate program to meet the requirement for the registration of internationally educated teachers wth the Saskatchewan Professional Teachers Regulatory Board (SPTRB). The SPTRB assess the credentials of internationally educated teachers and identifies any deficiences in coursework. The proposal comprises 12 credit units of coursework in the four areas most often identified by the SPTRB as areas where internationally trained teachers often lack knowledge, including the areas of curriculum, assessment, special education, learning theory, the organizational context that applies to education within the province, and First Nations and Métis culture. The courses will be delivered online to facilitate registration. The proposal has been developed in close collaboration between members of the regulatory board, the Saskatchewan Teachers' Federation, and members of the Ministry of Education.

WOTHERSPOON/DOBSON: That Council approve the Internationally Educated Teacher Certificate in the College of Education, effective September 2018.

CARRIED

10.2 Report for Information: Master of Physical Therapy - Removal of Major Project Requirement

Professor Wotherspoon reported that the removal of the 992 major project requirement in the Master of Physical Therapy (MPT) was taken after extensive consultation in the School of Rehabilitation Science. The MPT program will continue to meet accreditation standards as the remaining program requirements ensure students develop the competencies necessary for evidence-informed physical therapy practice.

10.3 Report for Information: Degree-level Certificate in Indigenous Governance and Politics

The certificate in Indigenous Governance and Politics is structured around 6 credit units of core courses and an additional 9 credit units of selected studies from a broad range of interdisciplinary courses. The program is designed to be attractive to students from Indigenous communities and will allow students from a variety of disciplinary backgrounds to acquire specialized knowledge and Indigenous governance and political issues in Canada and globally.

10.4 Report for Information: Deletions of Fields of Study
1) Biochemistry and Biotechnology

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2) Biotechnology, Microbiology and Immunology

Professor Wotherspoon indicated that the fields of study in Biochemistry and Biotechnology and in Biotechnology, Microbiology, and Immunology were initially established with the establishment of the Virtual College of Biotechnology. With the disestablishment of the virtual college and the resulting elimination of a number of core courses, students have elected to pursue their interest in biotechnology through other options. The deletion of the two fields of study will not result in any course deletions at this time, and students enrolled in the fields of study will have the ability to complete their program requirements.

11. Other business

The acting chair reported the university secretary hosted an information session on university hearings and appeals earlier in the month. A second session will be held at the end of January and an invitation circulated to Council members.

12. Question period

There were no questions.

13. Adjournment

The meeting adjourned by motion (GJEVRE/RISLING) at 3:50 pm.

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COUNCIL ATTENDANCE 2017-18

Voting Participants

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

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

UNIVERSITY OF SASKATCHEWAN
University Relations
USASK.CA/VPUNIVERSITYRELATIONS

We are UR

Presentation to University Council

Dec. 21, 2017

The University Relations Portfolio

Core Functions

- Strategic communications
- Community relations and engagement
- Alumni relations
- Development and donor relations
- Government and stakeholder relations
- Research and data management

At the heart of it all, we are…

Builders

- Build profile and reputation
- Build relationships
- Build resources
- Build community

On the horizon…

- University Plan
- Political, economic, social environments
- Expectations of stakeholders
- Budget model

The UR construction zone

- Digital strategy
- Contemporary, focused community relations
- Integrated strategic communications program
- Highly engaging alumni relations (mutually beneficial)
- New strategies for government relations
- Seamless data / tracking interface with colleges
- Renewed relationships with donors
- Campaign preparation

Partnership Model

- Strong working relationships and formalized partnerships to continually build relationships, awareness and support.
- Three potential models support college, university goals while building a strong culture of philanthropy among internal and external stakeholders.

Comprehensive Campaign

- An integrated, university-wide initiative.
- Elevates everything that we do:
  - Increase and optimize our interactions with alumni and donors
  - Tell the story and share the successes of the University of Saskatchewan
  - Enhance the reputation of the university and build advocacy with government and our key stakeholders.
  - Measureable impact on fund-raising success

What's next?

- Launch
- Build community
- Bring us together
- Celebrate

WE ARE

CREATIVE.

We embrace change and take strategic risks
by seeking bold ideas with curiosity and enthusiasm.

OPEN.

We nurture relationships with each other, on campus and with
community partners that respect and honour different and diverse perspectives.

TRUE.

We communicate clearly, keep our promises
and focus on achieving amazing results.

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL January 2018

Wanuskewin One Step Closer to UNESCO World Heritage Status

Congratulations to Wanuskewin Heritage Park for being named to Canada's Tentative List for UNESCO World Heritage Sites. In an announcement in Ottawa, the Honourable Catherine McKenna, Minister of Environment and Climate Change, and Minister responsible for Parks Canada, declared eight new sites to be considered for the international honour. Wanuskewin is the first site in Saskatchewan to reach this significant milestone. Canada's Tentative List was last updated in 2004. Canada has 18 sites on UNESCO's World Heritage List.

Wanuskewin, as an organization, was formed in the 1980s. It was granted Provincial Heritage status in 1984 and designated a National Historic Site in 1987 during a royal visit by Queen Elizabeth II. Since Wanuskewin's formation, the U of S has enjoyed a strong partnership with it. In addition to many research and teaching partnerships, the U of S is represented on the board of directors for the Wanuskewin Heritage Park Authority.

Recognizing Alumnus and Nation Builder Emmett Hall

The University of Saskatchewan has named the boardroom of the Peter MacKinnon Building in honor of alumnus Emmett Hall (1898-1995), a major contributor to the national health-care system, a defender of Indigenous land claims and widely considered to be among Canada's finest jurists of the 20th century.

Hall's legacy is inextricably linked to the history of the University of Saskatchewan and it was fitting that this year marking Canada's 150th anniversary of Confederation that we celebrate a Canadian who contributed tremendously to the betterment of our university, our province and our country.

Hall, a 1919 graduate of the U of S College of Law, taught at the U of S, received an honorary doctor of civil law degree in 1964, and served as the university's chancellor from 1980 to 1986. Hall's dissenting judgment in the 1973 Nisga'a land claims case is credited with paving the way for entrenching Aboriginal rights in Canada's constitution.

Hall is widely known as Canada's 'Father of Medicare', an honour he shared with Tommy Douglas, Premier of Saskatchewan, who introduced Canada's first provincial government-funded health insurance in 1947. Hall chaired a Royal Commission on national health services, which in 1964 recommended nationwide adoption of public health insurance modelled on Saskatchewan's pioneering Medicare legislation. Hall's report became the foundation for health services in Canada provided by the federal and provincial governments.

Global Water Futures Projects

The U of S-led Global Water Futures (GWF) program, the world's largest university-led freshwater research program, has announced 21 new projects across Canada—valued at over $10 million in total—to address critical water security challenges.

These 21 new projects will help us understand, diagnose and predict change, and develop new tools, such as sensors, analytical procedures, and computer models to support water-related decision making.

The U of S will lead nine of the new projects (see below), with the University of Waterloo leading six, McMaster University and Wilfrid Laurier University each leading two, and the University of Quebec at Montreal and University of Manitoba each leading one.

Funded by a Canada First Research Excellence Fund grant, GWF now has 33 projects underway across Canada, valued at over $170 million and involving 15 universities and 172 partners. Over the next three years, GWF will train and hire 450 researchers and scientists, many as graduate students, to work on these projects and provide core support for the research program.

University of Saskatchewan-led projects:

1. *Collaborative Modelling Framework for Water Futures and Holistic Human Health Effects,* ***Lalita Bharadwaj***
2. *Old Meets New: Subsurface Hydrogeological Connectivity and Groundwater Protection,* ***Grant Ferguson***
3. *Omic and Chemical Fingerprinting Methodologies using Ultrahigh-Resolution Mass Spectrometry for Geochemistry and Healthy Waters,* ***Paul Jones***
4. *Short-Duration Extreme Precipitation in Future Climate,* ***Yanping Li***
5. *Diagnosing Policy and Governance Effectiveness for Agricultural Water Management During Times of Change,* ***Philip Loring***
6. *Crowdsourcing Water Science,* ***Graham Strickert***
7. *Adaptation Governance and Policy Changes in Relation to a Changing Moisture Regime Across the Southern Boreal Forest,* ***Colin Laroque***
8. *Hydrological Processes in Frozen Soils,* ***Andrew Ireson***
9. *Improved Estimates of Wetland Evaporation,* ***Warren Helgason***

AGENDA ITEM 6.0

PROVOST'S REPORT TO COUNCIL

January 2018

GENERAL REMARKS

First, I want to begin by wishing everyone in Council a Happy New Year and the very best to you and yours in 2018. We begin this year with many opportunities before us but most important today, the President, Vice-President University Relations and I will present the current update of the ***University Plan 2025: A Strategic Framework*** that contains the one-page "Weave" and accompanying "Narrative". The three major Commitments in the University Plan are supported by the strength of the Mission of this university and its Mission, Vision and Values. In addition, we are strongly engaged with the indigenous community including elders and knowledge keepers to partner and develop the plan together capturing the appropriate language and vision. These key aspects give the University Plan its strength which is highlighted in the weave and narrative. We are excited by the current version of this plan that is truly unique in capturing the existing and future aspirational directions of the University of Saskatchewan by 2025.

This current version that is being presented to Council today has been discussed at PPC and was approved to come to Council for input. We will continue with further consultations with faculty, staff, students and our community including other committees of Council, Colleges, Schools, academic support units.

In parallel, Colleges, Schools and other academic support units including Library, Research, Teaching, Learning and Student Experience, as well as Indigenous Engagement are discussing and developing their strategic plans and aligning these plans with this emerging University Plan. Deans and Executive Directors will meet January 24 to discuss and collaborate on their unit plans. More complete College, School and academic support unit plans will be emerging by March this year. Many Colleges and Schools have new leaders within the last year that are guiding these key strategic planning exercises. Vice-Provost Ottmann is now leading and coordinating the consultation and partnering with indigenous communities, leaders, and elders on this university plan. As Council can appreciate, time is required to align these plans with this new University Plan. We are allowing this to occur to make this a living university plan that is enriched with time

Based on these consultations, a revised draft will be presented at the next February Council meeting as a notice of motion with approval from Council being sought at the March meeting.

INSTITUTIONAL PLANNING AND ASSESSMENT

2017/18 Tuition Consultations with Colleges and Schools
The Board of Governors approved tuition rates for several new programs to allow timely implementation for the 2018/19 academic year on December 7, 2017. Approval of tuition for continuing programs will occur in March.

Planning
A draft of the University Plan is being presented to Council for input at today's meeting. Consultation with Council committees and has been ongoing. A revised draft will be presented at the February Council meeting as a notice of motion with approval from Council being sought at the March meeting.

In the meantime, colleges and schools have begun to work on their academic unit plans. Deans and executive directors will meet January 24 to discuss and collaborate on their unit plans. A more complete summary of college and school plans will be completed in March with the final versions being prepared for Fall.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

Representatives from the College of Arts and Science recently completed a 'China Administrators' tour of Beijing Institute of Technology (BIT), Xi'an Jiaotong University, Peking University, and Northwestern Polytechnical University. Outcomes will include an MOU and a bi-lateral exchange agreement along with the potential for 2+2 degree programs (Northwestern Polytechnical University); improvements to current transfer credit arrangements (Xi'an Jiaotong University); and development of a summer program for students (BIT).

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

College of Pharmacy and Nutrition

Funding announced for Indigenous activities
The College of Pharmacy and Nutrition is pleased to announce the new Indigenous Activity Fund to provide financial resources for activities to increase Indigenous representation and involvement through the weaving of Indigenous knowledges and practices within the college.

The fund will provide $100,000 over three years starting January 1, 2018 for these activities, and has been secured through donations from various external sources. According to the fund's terms of reference, two possible activities supported by this fund could include a promotional campaign to increase the number of Indigenous students in the college and to increase the cultural competency, capacity, and confidence of faculty, staff, and students. While these activities are recommended in the terms of reference, other initiatives are not excluded from being supported by the fund.

USSU January 2018 University Council Report:

The projects that we are focusing on in term two were outlined in the previous report. Now, we would like to highlight a few topics we will be focusing on most intently leading up to the ends of our terms.

1) Tuition consultation policy

    This project has been spearheaded by President D'Eon and VP Quan. As the project has navigated its way through various committees, we have received feedback on the successes and challenges of consultations taking place this year. We have reached out to some college constituency groups which have experienced challenges in their attendance, and are working with them to strengthen these processes year over year. For example, Agriculture - which had a dismal turnout - will now be releasing a survey with incentives to complete in order to reach a larger audience. We are of the opinion that this is a great move which exemplifies versatility and creativity in engaging students.

    In the meantime, we are urging University Council members in the capacity that they can to ensure this policy reaches the Board of Governors for final approval by March. The reception has been very positive thus far, and we are optimistic in this deadline being achievable.

2) Tuition rate setting

    In addition to these consultations, we urge senior administration to continue to engage with the USSU and the student body directly throughout the budgeting process, particularly in relation to any significant changes to fees, tuition, or other student expenses.

We look forward to working with the University community on these and other initiatives throughout the year.

Sincerely,

David D'Eon
USSU President

University of Saskatchewan - Graduate Students' Association

GSA Report – January 2018

The GSA team and staff would like to extend their warm wishes to University Council members for the New Year. We look forward to continue working with the University Council and committees, for the benefit of our campus.

The GSA has promising plans for the Winter term that continue to support graduate students' achievement and experience on our campus. In this monthly report, we will emphasize on two major updates.

First: Graduate Student membership on the University Board of Governors

In the month of December, the GSA informed the University Council that the GSA will seek a formal endorsement from the University Council for the GSA stand with regards to the lack of representation of graduate students on the University Board. We have decided to postpone this request until the February Council meeting to allow for more consultation and to further provide a comprehensive proposal. The proposed motion for February will read as follows:

> ***"That University Council support in principle:***
>
> ***a) A request from the Graduate Students' Association, on the next occasion when amendment is being considered, for amendment of the University of Saskatchewan Act 1995 to provide for the appointment or election of one graduate student member of the Board of Governors.***
>
> ***b) In the interim, a request from the Graduate Students' Association to have an appointed or elected representative with status as a non-voting observer or resource person on terms formulated in agreement with the Board of Governors."***

We are hoping that University Councils' support will be a step in the right direction and will have important implications for the University in the long run as a research-intensive University.

Second: Graduate Students' Achievement week

The GSA will celebrate graduate students' achievements with a series of events in March and April 2018. In our achievement week, we support and celebrate our fellow graduate students' research, scholarly and artistic achievements at the University. These events are designed to provide students with an opportunity to; develop skills and experience presenting research in a conference format, share research with colleagues to foster a vibrant academic community, and to acknowledge student achievement so as to reinforce a culture of excellence. The Graduate Student Achievement Week is built around three main events: the Three Minute Thesis Competition, the Graduate Student Conference, and we conclude this with the GSA's 6th Annual Awards Gala on Saturday April 7, 2018, where we celebrate graduate students as well as honor faculty that have generously supported graduate students in research, scholarly and artistic pursuits. The GSA Awards Gala is instrumental in recognizing and rewarding graduate students and faculty. The awarded graduate students will motivate and serve as valuable role models for the entire graduate student community on campus.

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

REQUEST FOR DECISION

PRESENTED BY: Jim Germida, Vice-Provost, Faculty Relations and Chair, Joint Board/Council Committee on Chairs and Professorships

DATE OF MEETING: January 18, 2018

SUBJECT: The Gabriel Dumont Research Chair in Métis Studies

DECISION REQUESTED: *It is recommended:*

That Council approve the Gabriel Dumont Chair in Métis Studies and recommend to the Board of Governors that the Board authorize the establishment of the Chair.

PURPOSE:

The Gabriel Dumont Chair in Métis Studies will increase research and teaching capacity in Métis Studies in the College of Arts and Science and enhance academic engagement with the Gabriel Dumont Institute of Native Studies and Applied Research (GDI).

The primary objectives of the Gabriel Dumont Research Chair in Métis Studies will be to:

1. Carry out and disseminate original, high-impact research with Métis people and communities.

2. Increase the capacity for Métis student engagement at the U of S.

3. Collaborate with the Gabriel Dumont Institute on its projects and priorities.

CONTEXT AND BACKGROUND:

The U of S is in the Métis homeland, and over 40% of Indigenous students at the U of S are Métis. The College of Arts and Science lacks a faculty member who specializes in Métis teaching and research, which limits the college's ability to help realize the university's vision statement – To be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities. To realize this vision, the college seeks to increase its engagement with Métis students and the Métis community.

Incorporated in 1980, the GDI is a leader in Métis education in Canada and offers first and second-year Arts and Science courses to Métis students. Over the past year, the College of Arts and Science and the GDI have been engaged in discussions about further developing this partnership to better serve Métis students and the Métis community. Increasing the university's faculty capacity in Métis Studies is key to strengthening the college's partnership with the GDI.

CONSULTATION:

The Dean of Arts and Science and the GDI Board of Directors have approved the Chair in principle. Consultative conversations have included the Executive Director of GDI, the College of Arts & Science's Dean's Executive team and the Head of the Department of Indigenous Studies and faculty within the department.

SUMMARY:

The Gabriel Dumont Research Chair in Métis Studies will help the College of Arts and Science support the university's specific goals with respect to building connections through interdisciplinary and collaborative study, diversity, and to seek reconciliation.

Establishing the research chair will:

- Strengthen the college's long-time relationship with the GDI and renew this partnership to better serve Métis students and the Métis community.
- Develop ways to disseminate work in Métis Studies to the academic and Métis communities through public lectures, conferences, and workshops.
- Act as a resource to the college as we work to increase our engagement with and services for Métis students and Métis community.
- Diversify course offerings by increasing capacity for Métis studies at the university.
- Bring Métis Studies and Métis research to the forefront of our academia.
- Share Métis culturally safe and inclusive engagement strategies and research methodology.

ATTACHMENT(S):

1. Gabriel Dumont Research Chair in Métis Studies Terms of Reference (draft). The terms of reference were reviewed by JCCP and will be signed after Council approval of the chair.

GABRIEL DUMONT CHAIR IN MÉTIS STUDIES TRUST FUND
Terms of Reference

Purpose:

The **Gabriel Dumont Chair in Métis Studies** is an enhancement Chair to be established by the Gabriel Dumont Institute of Native Studies and Applied Research (GDI) and the College of Arts and Science.

The Gabriel Dumont Chair in Métis Studies will increase research and teaching capacity in Métis Studies in the College of Arts and Science (A&S) at the University of Saskatchewan and enhance academic engagement with Gabriel Dumont Institute of Native Studies and Applied Research (GDI).

Source and Amount of Funding:

The College of Arts and Science will hire a new faculty member into a tenured or probationary position as the Chair incumbent. The College of Arts and Science will provide the salary and benefits for the Chair holder.

A contribution of $200,000 will be made by GDI to support the appointee's research and allow the duties of the Chair to focus on the goals outlined in this agreement. The contribution will be received in annual payments of $40,000, beginning January 1, 2018.

Tenability:

It is anticipated that funds will be fully expended annually.

Search Committee:

A search committee for the selection of an appropriate candidate will be struck in accordance with the section 4.0 of the "Guidelines for the Establishment of Chairs and Professorships".

The relevant department search committee, in accordance with the Faculty Association Collective Agreement and standard university policies and practices, will make a recommendation on appointment for the selected candidate. The department will establish a search sub-committee and will invite a member of GDI[1] to participate.

[1] The Gabriel Dumont Institute of Native Studies and Applied Research is a registered charity (118934454 RR0001**).** As such, this contribution is a transfer to qualified donee, and there is no conflict of interest with a member of GDI sitting on the selection committee.

Chair holder responsibilities:

The Chair holder will:

- Carry out and disseminate original, high-impact research focusing on and involving Métis people and communities.
- Supervise graduate students and postdoctoral fellows in the area of Métis Studies, with the goal of increasing the capacity for Métis scholarship.
- Update existing Métis courses in Indigenous Studies and create Métis-specific undergraduate and graduate courses. The Chair will teach at least two of these courses each year after a 2-year start-up period during which A&S funds, as standard practice, reduced teaching for new faculty.
- Work with (A&S) and (GDI) to support the GDI's mandate of and long-established strength in the "transmission of Métis culture and the education of Saskatchewan Métis people"
- Advocate for greater collaboration between GDI and A&S including the engagement of GDI in the development and on-going delivery of courses focussed on Metis people.
- Work with departments, colleges, faculty and graduate students to increase the capacity for Métis Studies at the U of S.
- Develop ways of disseminating the Chair's and other work in Métis Studies to the academic and Métis community through public lectures, conferences, workshops, etc.
- Act as a resource to A&S as it works to increase its engagement with and services to Métis students and the Métis community.
- Share Métis culturally safe and inclusive engagement strategies and research methodologies.
- Collaborate with GDI on its projects and priorities.

Term of Chair:

Appointment as the Gabriel Dumont Chair will be for a 5-year term, with the possibility of renewal. If the Chair becomes vacant for any reason during that term, a new Chair will be appointed to utilize the balance of the funding. The Chair must hold a tenured or probationary faculty position.

Management Committee:

The Management Committee shall consist of:

- the Dean of the College of Arts and Science or designate,
- the Department Head of Indigenous Studies or designate,
- a representative of GDI[2], and
- the Manager, Donation and Trust Services or designate.

The Dean will act as the chair of the Management Committee. The Dean may appoint additional members to the management committee as circumstances warrant.

[2] The Gabriel Dumont Institute of Native Studies and Applied Research is a registered charity (118934454 RR0001**).** As such, this contribution is a transfer to qualified donee, and there is no conflict of interest with a member of GDI sitting on the selection committee.

The Management Committee's responsibilities shall include the following:

- Oversee the activities of the Chair to ensure they are in keeping with the Chair's purpose and are integrated with the College and department.
- Approve annual budgets for research activities, graduate student funding etc.
- Oversee management of the funds, ensuring the financial viability of the Chair including advising Financial Services of the investment needs, short term funding requirements and other possible revenue sources available to support the Chair.
- Receive annual financial statements of the trust fund.
- Receive and review the annual report and financial report on the activities of the Chair
- Provide an annual financial report and a report on the activities of the Chair holder to GDI and the Joint Committee on Chairs and Professorships.

In the event that circumstances make the Gabriel Dumont Chair in Métis Studies no longer practical or desirable, the Management Committee, in consultation with the donor where appropriate, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

It is hereby acknowledged that these terms are acceptable and are in keeping with the intent of our gift.

Geordy McCaffrey
Executive Director, GDI

Date

The Department of Indigenous Studies recommends acceptance based on the above terms.

Dr. Dirk de Boer
Department Head, Indigenous Studies

Date

The College of Arts and Science recommends acceptance based on the above terms.

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

Date

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

Debra Pozega Osburn, Ph.D.
Vice-President, University Relations

Date

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations committee

DATE OF MEETING: January 18, 2018

SUBJECT: Nomination of Acting Vice-Chair

DECISION REQUESTED: *It is recommended:*

> *That Council approve that Roy Dobson, College of Pharmacy and Nutrition, be appointed effective immediately as Acting Vice-Chair of Council until Chelsea Willness, Acting Chair of Council resumes her role as Vice-Chair, and that Roy Dobson's service as Acting Vice-Chair not extend beyond June 30, 2018.*

PURPOSE:

The nominations committee of Council is responsible as per Part One, section III (3)(h) of the *Council Bylaws* to nominate a member of Council to serve as vice-chair.

DISCUSSION SUMMARY:

At the request of the governance committee of Council, the nominations committee met on January 5, 2018, to submit a nomination to Council for acting vice-chair. An acting vice-chair is required due to the chair's medical leave necessitating that vice-chair Chelsea Willness serve as acting chair. The period of service of the acting vice-chair will not extend beyond June 30, 2018.

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AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Dirk de Boer, chair, planning and priorities committee of Council
Tony Vannelli, provost and vice-president academic

DATE OF MEETING: January 18, 2018

SUBJECT: University Plan

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The planning and priorities committee last reported to Council on the University Plan on June 17, 2017. The plan was at that time referred to as the University Integrated Plan and Council was presented with a draft of the plan at the June meeting with a request for comments and input. Over the summer months, a new visual representation and concept of the plan was developed under the direction of Debra Pozega-Osburn, vice-president university relations, and the president's executive committee, which now included Tony Vannelli as the university's new provost and vice-president academic. Throughout the fall and winter months, Council was informed monthly about the development of the plan through the Provost's Report and comments from President Stoicheff and Provost Vannelli.

The president's executive committee and the Institutional Planning and Assessment Office (IPA) continued to be advised about the plan by an *ad hoc* planning advisory group, whose membership includes the chair and vice-chair of Council and the chairs of the planning and priorities committee, academic programs committee, and research, scholarly and artistic work committee.

The new visual approach employs an infographic to represent the strategic framework of the plan. The infographic has come to be commonly referred to as the *"weave"* due to the interlacing ribbons of text. The *weave* is a depiction of the fundamental values and commitments of the university – sustainability, diversity, connectivity, and creativity – as stated in university's new *Vision, Mission, and Values* document. The *weave* is supported by a narrative which articulates the specific commitments of the plan as *Courageous Curiosity, Boundless Collaboration,* and *Inspired Communities.*

The planning and priorities committee discussed the *weave* extensively over the fall months, providing feedback and reviewing iterations of the infographic. On December 13 and January 3, the committee discussed the draft narrative for the *weave,* culminating in a motion that the weave and narrative of the University Plan be provided to Council as a request for input at the January 18 Council meeting. The version of the weave and narrative attached is the same version that was discussed by the planning and priorities committee on January 3.

There were several suggestions made at the January 3 meeting for further revisions to the narrative, notably to remove the reference in the last line of the document to "top-150" in the line "*And we will take our place among the world's top-150 institutions of higher learning"* and that the document further describe the "sense of place" of the university, with several examples provided of how this might be achieved. Apart from these points, the committee was satisfied with the revisions to the narrative in response to earlier feedback, and supported both the process of the development of the plan and the substance of the plan itself. Those Council committees consulted earlier about the *weave* will have the opportunity to provide feedback on the narrative to Provost Vannelli and/or Associate provost John Rigby over the coming weeks.

On January 17, the planning and priorities committee will see and discuss the milestones for the plan, presently noted as TBD in the draft plan. The purpose of the milestones is to serve as markers along the path of the plan. Metrics are being developed within the IPA office that will support the milestones and articulate those achievements by which the success of the plan will be measured.

The university plan has been developed with broad consultation, including with Indigenous elders and knowledge-keepers. The academic programs; research, scholarly and artistic work; international activities; and teaching, learning and academic resources committees of Council discussed the *weave* framework and provided feedback to the planning and priorities committee and to Provost Vannelli. Substantive comments included suggestions for a stronger reflection of teaching and internationalization within the plan. A generalized concern has been the need for guidance on how to operationalize the plan, and those institutional structures, such as the university's resource centre management (RCM) budget allocation model, that will require change to support the goals of collaboration and interdisciplinarity within the plan.

Comments and feedback about the plan may be submitted to Dirk de Boer at dirk.deboer@usask.ca and to Tony Vannelli at tony.vannelli@usask.ca Responses are requested by January 25 to allow sufficient time for revisions to the plan, in order to meet the February 2 Council deadline. Council will be presented with a revised version of the plan, which will include milestones, at its meeting on February 15 with a notice of motion to approve the plan. The plan will then be presented for approval at the March 15 Council meeting.

Additional information about the university plan is available on the IPA website at www.usask.ca/plan. The Provost's Report to Council outlines how colleges, schools, and academic support units will develop and align their strategic plans with the University Plan. The University Plan is intended to be a "living" plan that at a very high, conceptual level provides direction to the university and builds synergy among units and with Indigenous communities.

ATTACHMENTS:

1. Draft University Plan, as of January 3, 2018
2. Consultation Summary

UNIVERSITY PLAN 2025:
STRATEGIC FRAMEWORK AND NARRATIVE

Draft as of January 17, 2018

PREAMBLE

In January of 2017, the University of Saskatchewan embarked on a journey to develop the university's next strategic plan—a fully integrated and engaged plan that will see us to 2025. The university plan is inspired by our four Principles—Connectivity, Sustainability, Diversity, Creativity—and reflects our Mission, Vision and Values. They are woven into the plan and will help ensure that it represents who we are and what we can achieve as an institution.

This plan aims to be bold. The intent of this plan is to position the University of Saskatchewan as *the university the world needs*, and our three strategic commitments—Courageous Curiosity, Boundless Collaboration, Inspired Communities—are the embodiment of this conviction.

This plan aims to be an authentic expression of the university's commitment to Indigenization. The languages, concepts and spirit woven into this plan have been shaped by our relationships with Indigenous communities. These relationships have profoundly deepened our understanding of the principles, values and strategic directions that will define our future.

This plan aims to be accountable. The commitments, goals and aspirations we describe represent a substantive proposition for intuitional development, growth and impact. We have therefore appointed a cross-functional committee to help us define the milestones that will allow us to mark and measure our progress over the coming years, and we look forward to integrating the output of this committee's deliberations into the plan over the coming weeks.

We're looking for your input. We seek your thoughts on the plan's intent, three strategic commitments and twelve bold yet achievable goals.

We look forward to your guidance as we prepare our university for an inspiring journey over the next seven years.

The Deep Roots of Our Principles... and a New Way of Seeing Them

This plan is rooted in the university's four principles: *sustainability, creativity, diversity* and *connectivity*. Originally conceived in English, our journey has led us to Cree and Michif language and concepts that have brought depth, complexity and the unexpected to our understanding of these principles. While acknowledging the linguistic and cultural diversity within Saskatchewan's Indigenous communities, we are honoured to shed new light on our plan by describing the principles in a way that is genuine to Cree and Michef languages and concepts.

The Cree and Michif Elders and Language Keepers who have helped us to discover the language of this plan have given our university a great gift and an inspiring source of strength.

The generosity of the Indigenous peoples who have helped to shape this plan is matched only by their patience—by their faith that things will happen when they're supposed to happen. After generations of forced irrelevance, Indigenous traditions, languages and systems of knowledge imbue our university's future in ways that were unimaginable even a few years ago. At last, this plan binds together parallel paths and uplifts all traditions in a space of peace, respect and friendship. This plan is both a description of our university's future and a framework for mutual learning and reconciliation. And for this, we will all be immeasurably stronger.

Nākatēyihtamowin | Nakaatayihtaamoowin
The principle of sustainability ensures that we take care of the relationships with which we've been entrusted—with the land, with the air and water, with our students, colleagues and neighbours—guided by mindfulness, respect and reverence. In Cree and Michif, the idea is much bigger, extending to the attention we pay to protecting and honouring the wellness of all humanity and creation, the integrity of our cultural identities and the stories embedded within language—the baskets of stories—our students, staff and partners bring to our community. For the University of Saskatchewan, Nākatēyihtamowin | Nakaatayihtaamoowin is a cultural and ecological touchstone.

Nihtāwihcikēwin | Nihtaooshchikaywin
At its core, our university is a creative organism. **The principle of creativity** testifies that we are curious about the unexplored possibilities for growth, enrichment and justice around us; attentive to the needs and opportunities for change that inspire imagination and invention; and intentional about the future to which we aspire to contribute. The creative spirit is experiential; it invites participation in individual and collective journeys to discover truth and seek balance within the chaotic dynamism of the universe. Nihtāwihcikēwin | Nihtaooshchikaywin requires both discipline and optimism—knowing that our efforts can bring to fruition the possibilities we envision for learning and discovery.

Nanātohk pimātisowina | Nanaatoohk pimatishoowin
Life is perpetual movement and change—an unscripted journey of expanding awareness, understanding and "coming to know"—and no two journeys follow quite the same path. Through **the principle of diversity**, our university is a meeting place for diverse journeys. Our strength derives from our respect for and belief in the tapestry of traditions and ways of knowing and being that enrich our humanity and bring us closer to an enlightened understanding of the world around us.

Āniskōmohcikēwin | Naashkoopitamihk
The principle of connectivity requires the University of Saskatchewan to be a global village. Our vibrant community is tied together by shared values, shared intentions, and a commitment to sharing our diverse stories in a place of mutual respect and learning. Our connectivity is our source of resilience, and the interactions that bring us closer together are energized by wonder and a playful spirit. Together, we have the flexibility to flourish in the face of change—and the confidence to take our place among leaders, emboldened by the unity of the community we carry with us.

These principles give truth, life and an enriched sense of mission to the spirit of our plan. **Nīkānītān manācihitowina | Ni manachīhitoonaan** ("Let us lead with respect") reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. Our university aspires to "lead in a good way". Through this plan, we will bring the creativity and courage to pursue a more sustainable future—and we will instill the reverence for individual expression and identity to embrace humanity's complexity and realize this future connected in our diversity. Through this plan—and through the spirit embodied in Nīkānītān manācihitowina | Ni manachīhitoonaan—the University of Saskatchewan will be **the University the World Needs**.

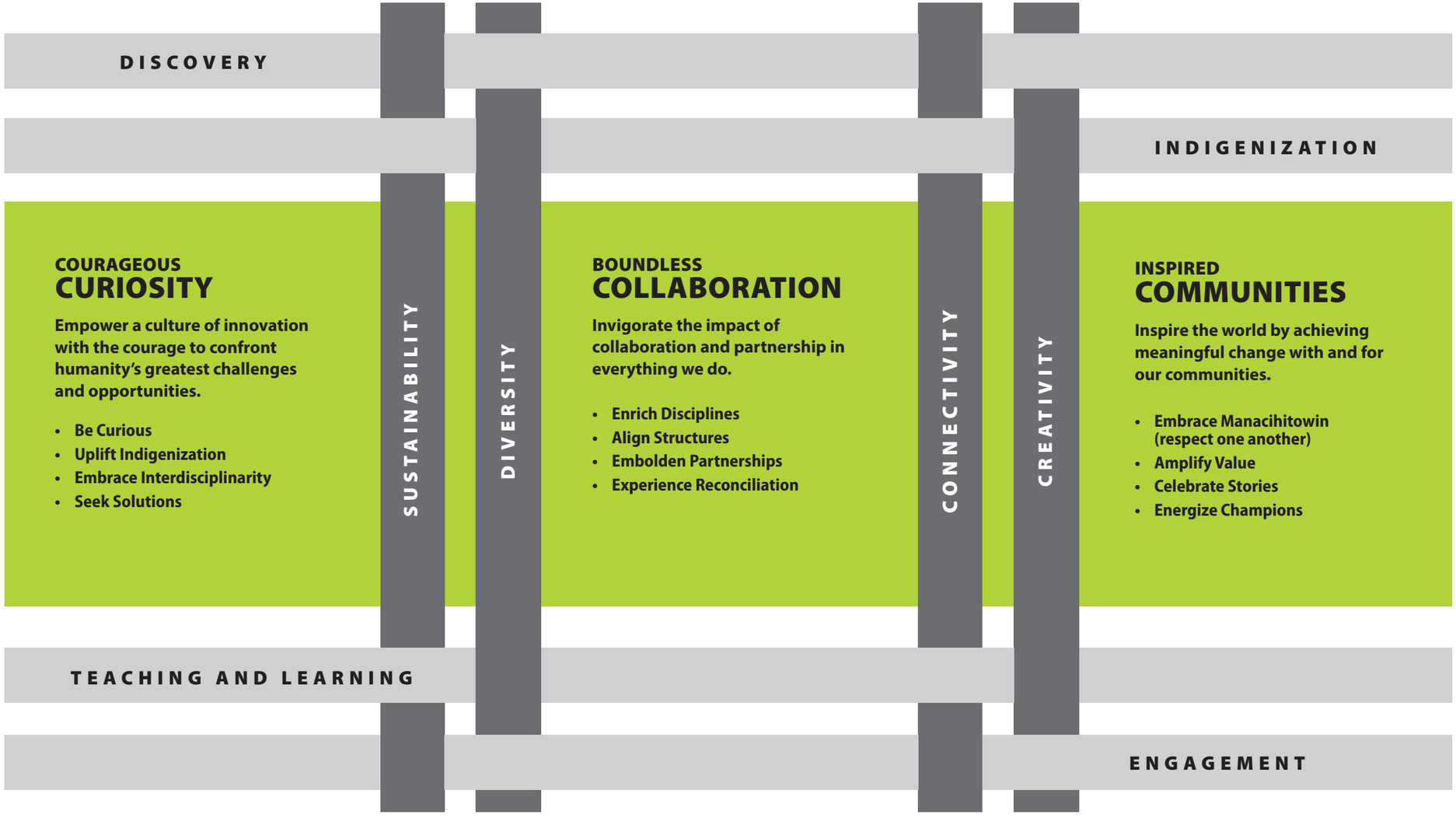
UNIVERSITY PLAN 2025: STRATEGIC FRAMEWORK

TITLE: TBD

INTENT OF THE UNIVERSITY PLAN:

Through this plan, the University of Saskatchewan will be the university the world needs.

We will achieve our vision of contributing to a sustainable future by fulfilling our mission to lead interdisciplinary and collaborative approaches to discovery, teaching and outreach. Informed by principles of connectivity, sustainability, diversity and creativity, we will engage communities to discover and share knowledge and solutions that impact lives and create opportunities throughout Saskatchewan, across Canada and around the world.



2025 ASPIRATIONS

Authentic Indigenization. We have enriched the spirit and methodologies we inhabit in partnership with Indigenous students, faculty, staff and communities.

Productive Collaboration. Community, private-sector and international partnerships animate every facet of our research enterprise.

Meaningful Impact. We have translated knowledge and innovations that are helping our communities achieve their social and economic goals.

Distinguished Learners. Our graduates are among the most inventive, collaborative and sought-after in Canada and around the world.

Global Recognition. Our research, graduates, academic programming and reputation are recognized as world-class.

UNIVERSITY OF SASKATCHEWAN

Draft as of January 17, 2018

COMMITMENT #1:
Courageous Curiosity

Commitments:
Empower a culture of innovation with the courage to confront humanity's greatest challenges and opportunities.

Goals:

- **Be Curious.** Inspire students, faculty and staff with the responsibility and expectation to be boldly curious as learners, researchers, scholars and artists.
- **Uplift Indigenization.** Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation.
- **Embrace Interdisciplinarity.** Cement and catalyze interdisciplinary endeavour as a core premise of learning, research, scholarship and creativity.
- **Seek Solutions.** Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

BE CURIOUS

Curiosity is the lifeblood of our university. Our passion for knowledge and understanding is the driving force of our culture of discovery—and the courage that allows us to ask tough questions and push boundaries is a direct reflection of our inherent optimism, our pragmatic skepticism, our scholarly discipline and our aspiration to make the world a better place. Curiosity impelled University of Saskatchewan Nobel Laureate Gerhard Herzberg's pioneering work on the structure and geometry of molecules. Curiosity has given voice and vision to the many distinguished writers and artists who have found inspiration on our campus. Curiosity has propelled the growth of our research enterprise by nearly a third in just five years.

Curiosity is both a privilege and a responsibility. The freedom we enjoy to pursue knowledge and understanding is inextricably linked to our willingness to subject our work to the scrutiny of our peers and to share our discoveries in the public sphere in ways that are timely, relevant and useful.

Bold curiosity fuels an innovative society—it's the foundation for creative problem-solving, invention, and social and technological change—and universities play a vital role in nurturing, empowering and unleashing the curiosity that will allow us to imagine a brighter, more sustainable future. It is for this reason that curiosity will be the central thesis of all colleges, schools and administrative units at the University of Saskatchewan.

MILESTONES

- TBD

UPLIFT INDIGENIZATION

Together, we are uplifting Indigenization to a place of prominence at the University of Saskatchewan. Words and phrases that capture the importance of Indigenous peoples and their ways of being, knowing and doing—philosophies, languages, methodologies, pedagogies—are evident throughout the University Plan and are a source of inspiration for our students, faculty, staff and community partners.

Indigenization challenges us to amplify the forces of decolonization. Decolonization practices contest divisive and demeaning actions, policies, programming and frameworks. Indigenization is the healing, balancing force. From an Indigenous perspective, the gesture of *uplifting* (open hands, palms up, raised arms) conveys value, openness, honour, trust and relationship. By uplifting Indigenization, we are welcoming ideas, knowledges and perspectives that enrich us all.

Indigenization strengthens the fabric of the university. It involves the respectful, meaningful, ethical weaving of First Nations, Métis and Inuit knowledges, lived experiences, worldviews and stories into teaching, learning and research. Indigenization is a gift that benefits every member of our community.

MILESTONES

- TBD

EMBRACE INTERDISCIPLINARITY

Interdisciplinarity is the hallmark of the University of Saskatchewan. It is the unifying model of discovery and innovation for a community of learners, researchers, scholars and artists with the courage to step outside safe disciplinary constructs; with the ambition to tackle questions they can't tackle alone; and with the humility to share knowledge and experience in an atmosphere of radical openness. It's why we're at the forefront of the discoveries, technological changes and social innovations needed to tackle global water and food security; it's why we're advancing an integrated view of health and wellness at the interface of humans, animals and the environment; it's why we're punching above our weight in so many of Canada's most prestigious funding competitions.

Interdisciplinarity is impelled by and built around complex problems. It requires integrated, big-picture thinking, comfort with ambiguity and discerning, nurturing leadership. Interdisciplinarity is not simply about probing the same question through different disciplinary lenses or traditions. It's about the new creative possibilities—the new and unexpected ways of perceiving, confronting and understanding a problem—that can arise from the productive collision of perspectives among novel configurations of learners, researchers, scholars, artists and communities.

With 17 colleges and schools—an almost unprecedented degree of diversity—our university enjoys a rich opportunity to harness scholarly and creative diversity to tackle some of the greatest challenges humanity faces. It is our task to unleash the fullness of our interdisciplinary potential.

MILESTONES

- TBD

SEEK SOLUTIONS

While our purpose as an institution of higher learning is to discover, the social license that enables this purpose derives from our commitment to applying knowledge that addresses challenges and creates opportunities for the world. This spirit of problem-solving, invention, entrepreneurship and community-building has always animated the University of Saskatchewan—from Harold Johns' development of Cobalt-60 as a revolutionary cancer treatment to our Crop Development Centre's role in securing Saskatchewan's leadership in the global pulse market.

Sustaining and amplifying this spirit will require *every* member of our campus to engage with the communities we serve and support. We will strengthen the connections linking discovery, social innovation and technology development essential to sustainable change. And we will become increasingly comfortable with informed risk-taking and the possibility of failure. This mindset is integral to the university's culture, inspiring all members of our campus community—students, staff, faculty and senior administration.

At the same time, the pursuit of solutions will require institutional focus to reward inventiveness and enable innovation; to facilitate knowledge translation, exchange and commercialization; and to foster the community partnerships essential to co-development and implementation of discoveries and new knowledge.

MILESTONES

- TBD

COMMITMENT #2:
Boundless Collaboration

Commitments:
Invigorate the impact of collaboration and partnership in everything we do.

Goals:

- **Enrich Disciplines.** Build, enhance and sustain research, scholarly and artistic strength central to vibrant collaboration within and among all disciplines and academic units.
- **Align Structures.** Ensure that academic, administrative and physical infrastructure enable collaborative opportunities for all students, faculty and staff.
- **Embolden Partnerships.** Foster, expand and diversify local, national and global partnerships—with governments, businesses and civil society in rural and urban communities—rooted in reciprocal learning and the co-creation of knowledge.
- **Experience Reconciliation.** Nurture the humility, ethical space and conviction central to embedding the spirit and practice of reconciliation in all our engagement efforts.

ENRICH DISCIPLINES

Interdisciplinary possibilities arise from disciplinary strength. The University of Saskatchewan's leadership in global food security did not begin with the establishment of the Global Institute for Food Security; it was built over decades of excellence in plant genetics, soil science, zoonotic microbiology, hydrology, agriculture policy, community extension and development, among other fields, and continues to depend on uncompromising disciplinary focus and leadership.

If we are to realize the full potential of an engaged, collaborative, solutions-focused university with the courage to tackle humanity's greatest challenges, we need to harness scholarly strength, creativity and inventiveness across our campus—which means that we will need to acknowledge and tackle unevenness in the quality of research, learning, teaching and citizenship within our disciplines.

Uncompromising cultivation of disciplinary depth is essential to preparing the University for sustainable leadership in interdisciplinary research, scholarship and creative pursuits in the future. Without exception, we will hold ourselves to the highest disciplinary standards. The measure of our success lies in attracting and retaining top talent, competing successfully for external resources and partnerships, and ensuring readiness and appetite to contribute to the university's larger collaborative and interdisciplinary efforts.

MILESTONES

- TBD

ALIGN STRUCTURES

A culture rooted in collaboration must be enabled by an environment purpose-built for collaboration.

Over the past decade, the University of Saskatchewan has invested substantially in creating the conditions for collaboration, and today many institutional supports have been integrated into the fabric of our campus or are continuing to mature: we are home to some of Canada's most unique and valuable research infrastructure, including the Canada Light Source, VIDO-InterVac and the Health Sciences Complex; our campus design and physical connectivity inspire creativity and create dynamic spaces for interdisciplinary interaction; our research and innovation enterprise is increasingly focused on providing services that accelerate internal and external partnerships; leaders across campus have demonstrated creativity and nimbleness in facilitating transformative collaborations.

However, we still have much work to do in modernizing our institutional practices and policies; eliminating gratuitous barriers that reinforce counterproductive silos; empowering leadership to recognize and facilitate opportunities for collaboration; aligning

Draft as of January 17, 2018

reward and recognition systems with our collaborative aspirations; and ensuring that the built form of our campus creates cohesive environments in which disciplines can flourish and collaborations will multiply.

MILESTONES

- TBD

EMBOLDEN PARTNERSHIPS

The resilience, reputation and relevance of the University of Saskatchewan derive in large measure from the strength of community partnerships woven into the tapestry of our institution—with the Indigenous peoples whose philosophies, methodologies, pedagogies, practices and languages enrich us; with the farming and Northern communities that inspire our ecological and socioeconomic mission; with the extractive industries whose competitiveness and sustainability depend on University of Saskatchewan innovations; with local policymakers whose decisions rely on the evidence our scholars generate; with the cultural institutions, such as the Remai Modern, that illuminate our humanity and stir our creative potential.

This plan calls on us to do even more in deepening, diversifying and internationalizing our community relationships—governed by unwavering commitment to our values, to the principles of connectivity, sustainability, diversity and creativity, and to respectful, reciprocal creation and application of knowledge. To this end, we will embrace the view that a vigorous partnership ethic is not simply a matter of getting better at "reaching outward": it's about redefining the scope and reach of what's integral to our notion of a vitally engaged university community.

As we invigorate our partnership ethos and become even more agile in recognizing and unlocking new alliances, we will exercise the cultural competency needed to develop partnerships across sectors, geographies, languages, belief systems and traditions—while remaining resolutely grounded in the authenticity of our values.

MILESTONES

- TBD

EXPERIENCE RECONCILIATION

"Reconciliation," said Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission, "is about forging and maintaining respectful relationships. There are no shortcuts."

As a community, we have a shared responsibility to honour and join in the journey of reconciliation. Relationships have been fractured; they require repair, redress and healing. The tragedy of residential schooling exploited education as a tool to destroy identity. As a learning institution, the university has an obligation to use its influence to celebrate diversity and bring to the forefront the strength and beauty evident in Indigenous thought: to move forward "in a good way".

The Truth and Reconciliation Commission has also taught us that reconciliation is a goal that may take generations to realize. The University of Saskatchewan understands that reconciliation is an enduring journey, and we are steadfastly committed to actions that contribute to respectfully restoring the balance of relationships between Indigenous and non-Indigenous peoples. Restoring this balance requires us to nurture an ethical space in which we can explore how we relate to each other through the lenses of history, culture and lived experience. By providing opportunities to bring people together to share their experiences of truth, we will contribute to individual and collective healing and nourish deeper expressions of reconciliation.

MILESTONES

- TBD

COMMITMENT #3:
Inspired Communities

Commitments:
Inspire the world by achieving meaningful change with and for our communities.

Goals:

- **Embrace Manacihitowin (respect one another).** Strengthen bonds of respect, trust and shared benefit with Indigenous communities in Saskatchewan, across Canada and globally.
- **Amplify Value.** Distinguish the university as an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability and student success in rural Saskatchewan, in our towns and cities, and in communities across Canada and globally.
- **Celebrate Stories.** Equip all members of our community with the tools and opportunities to share and propagate the university's knowledges, successes and stories—locally and globally.
- **Energize Champions.** Galvanize and diversify relationships with our alumni and donor community.

EMBRACE MANICIHITOWIN (RESPECT ONE ANOTHER)

Strong relationships are built upon respect, reciprocity and continuous renewal of values and actions that support healthy connections. The English interpretation of this Cree/Michif phrase is "let us respect each other". This phrase embodies humility and speaks to the spirit of the treaties. It is an invitation to walk alongside, to travel down a path, working together to realize goals and a vision that strengthen all cultures.

The University of Saskatchewan embraces the teachings of manacihitowin, which are drawn from the stories and songs of Elders and Traditional Knowledge Keepers.

Deep understanding of concepts like manacihitowin demands experiential cultural and language learning and an inquisitive learning spirit. We cannot achieve respectful relations passively; as a university, we have both an ethical obligation and a vital opportunity to nurture the sharing of stories that will awaken understanding and inspire our community toward relationships uplifted by our histories, cultures and lived experiences: *manacihitowin*.

MILESTONES

- TBD

AMPLIFY VALUE

An inspired community is a community that recognizes and respects the value we create as a university.

The measure of our university's ambition is therefore expressed in the value we create with the communities that give us reason to learn, to discover and to innovate: improving lives, expanding opportunities, strengthening social cohesion, protecting the environment.

This animating premise and driver of accountability has three implications. First, we will do as much as we can to achieve the greatest possible impact for our communities—we can never rest, allow ourselves to feel satisfied that we've done enough or become complacent about the complex process of translating discoveries into results for communities. Second, in order to demonstrate that our value claims are genuine, we will work hard as a university community to quantify, document and defend the impact to which our research, scholarly and artistic efforts are contributing—evidence of impact is both a moral obligation and a growing expectation of the partners and communities that support and work with us. Finally, we need to be very clear as a university community about when and how we can help to create the greatest value and commit energy and resources to realizing this potential.

MILESTONES

- TBD

Draft as of January 17, 2018

CELEBRATE STORIES

The University of Saskatchewan has a compelling story—and countless individual stories—to tell, and it's our shared responsibility and interest to inspire the world with our ambition and achievements.

Effectively engaging communities, students, faculty and staff, and new partners with the power of our narratives is not simply the work of dedicated communications and public relations professionals. We must entrust and empower all members of our community as University of Saskatchewan ambassadors.

Achieving this degree of community engagement has several implications. We need to tell the stories that best represent our values and aspirations. We need to share our stories in ways that are meaningful, authentic and responsive to the diverse needs and traditions of our communities. We need to harness accessible, engaging tools—with an emphasis on digital platforms—to enable the widest possible reach and interaction with our stories. And we need to make storytelling intrinsic to our work and sense of fulfillment as students, faculty and staff.

MILESTONES

- TBD

ENERGIZE CHAMPIONS

As a university, some of our most compelling stories require the power of voices beyond our students, faculty and staff.

Our greatest advocates, allies and supporters are our hundreds of thousands of alumni and our generous donors—who, over the past few years, have contributed tens of millions of dollars to enable learning, research, scholarship and creativity at the University of Saskatchewan.

We can and will do more with and for our alumni and donors by continuously cultivating opportunities for meaningful engagement; making our alumni and donors feel integral to the fabric, spirit and future of our university; ensuring that alumni and donors are as excited about our ambition and achievements as we are; and working together with alumni and donors to build a stronger, more engaged and more innovative university community.

MILESTONES

- TBD

2025 ASPIRATIONS

The impacts to which we aspire as a university testify to our ambition to be the university the world needs.

- **Authentic Indigenization.** The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity and community engagement.
- **Productive Collaboration.** The world needs a university in which research and innovation are inspired by and accountable to community partners.
- **Meaningful Impact.** The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
- **Distinguished Learners.** The world needs a university whose graduates have the drive, the curiosity and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
- **Global Recognition.** The world needs a university that sets the standard in learning, research, scholarship, creativity and community engagement.

To be the university the world needs is a bold ambition. It will require us to remain firmly focused on our three commitments: Courageous Curiosity, Boundless Collaboration, Inspired Communities. It will require us to be very disciplined about tracking our progress against the five areas of impact to which we aspire: Authentic Indigenization, Productive Collaboration, Meaningful Impact, Distinguished Learners, Global Recognition. And, it will require us to be consistent in communicating and defending our decisions in terms of these commitments and aspirations, and to confirm that the momentum driving these commitments is pushing us toward an enlightened understanding of the university the world needs.

If we're successful, we'll be stronger as a community—and the world will take notice. Students, faculty, staff and communities will understand the University of Saskatchewan as a trusted partner in the national movement toward reconciliation. Students around the globe will see the university as a place to develop the knowledge and skills they need to thrive in a future defined by constant change. Faculty will view the university as a place that creates unmatched possibilities for collaboration, discovery and impact. Staff will find inspiration in the opportunity to create solutions—systems, practices, physical spaces—that reflect the university's ambition. Our diverse communities will engage with and find inspiration in everything we do. And we will take our place among the world's top-150 institutions of higher learning.

Draft as of January 17, 2018

UNIVERSITY OF
SASKATCHEWAN

AGENDA ITEM NO: 11.1

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs Committee

DATE OF MEETING: January 18, 2018

SUBJECT: **Admissions Requirements Change – Bachelor of Education, Sequential Music Program (Secondary)**

DECISION REQUESTED:

It is recommended:

That Council approve the change in admissions requirements for the Bachelor of Education, Sequential Music Program (Secondary), effective May 2018.

PURPOSE:

Changes to admissions qualification require approval by University Council. Admissions requirements include minimum averages for admission.

CONTEXT AND BACKGROUND:

The College of Education requires that students in the Bachelor of Education (B.Ed.) program have a minimum average of 60% in Teaching Area 1 and Teaching Area 2. The admissions requirements for students entering the B.Ed. – Sequential Music Program (Secondary) requires a 60% in Teaching Area 1, which will be Music for all students in the Sequential Music Program, but is silent on the minimum average for Teaching Area 2. This change aligns minimum average expectations across B.Ed. program routes.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at their April 2018 meeting.

ATTACHMENTS:

1. Bachelor of Education – proposal for change Admissions qualifications requirements for the Bachelor of Education – Sequential Music Program (Secondary)

MOTION FOR CONSIDERATION

COLLEGE OF EDUCATION
Academic Programs Committee of Council

On **Friday, September 29, 2017**, the motion below was approved by the College of Education Faculty Council. This motion, including rationale, is being brought forward for consideration of the Academic Programs Committee of Council.

PREAMBLE: Previously, students admitted to the Bachelor of Education – Sequential Secondary program required a minimum Teaching Area 1 average of 60% and a minimum Teaching Area 2 average of 60%. To ensure similar requirements are implemented for Sequential Music applicants, a policy outlining a minimum 60% average on Teaching Area 2 requirements for Sequential Music admission is required. Currently, the policy is silent on the minimum average for Teaching Area 2; this motion will align minimum average expectations across program routes.

Note: All B.Mus.(Mus. Ed.) graduates will have a Teaching Area 1 of Music and it is assumed that their average in Music classes is at least 60% or greater since they have qualified to graduate.

MOTION: To require a minimum of 60% on Teaching Area 2 classes for students to be admitted to the Sequential Music – Secondary Program.

College: Education

Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Elementary/Middle Years

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.

College: Education

Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Secondary

Admission Qualifications:

- Completion of the Bachelor of Music degree in Music Education.
- Minimum average of 60% on Teaching Area 2 classes.
    - Teaching Area 2: minimum of 15 credit units with a minimum average of 60%.

Selection Criteria:

- B.Mus. (Mus. Ed.) – 100% weighting

Categories of Applicants:

There are no distinct categories of applicants to this program.

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Selection Criteria:

- B.Mus. (Mus. Ed.) – 100% weighting

Categories of Applicants:

There are no distinct categories of applicants to this program.

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

Title: Addition to Admission Requirement for Bachelor of Education - Sequential Music [BED-SEQMUS] and Secondary [SECD] Concentration Program

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 [X]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

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

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
One major is required on all programs [4 characters for code and 30 characters for description]

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

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

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

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

3 What is the name of this new program?

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

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

6 Is this a replacement for a current program? Yes [ ] No [ ]

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

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

Section 3: Mobility

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

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

Is an existing college, school, center, or department being renamed? Yes [ ] No [X]

Is an existing college, school, center, or department being deleted? Yes [ ] No [X]

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

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

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

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

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

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

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

Section 7: Course Information - Not Applicable

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

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

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

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

If NO, please describe.

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

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

No change from current

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

No change from current

3 Does this impact enrollment?

No change from current

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

No change from current

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

No change from current

6 What is the application deadline?

No change from current

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

Addition of "with a minimum average of 60% on Teaching Area 2 classes".
New requirement would be: Completion of the Bachelor of Music degree in Music Education with a minimum average of 60% on Teaching Area 2 classes.

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.)

No change from current

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

No change from current

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?)

No change from current

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

No change from current

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

No change from current

13 Will the standard application fee apply?

No change from current

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

No change from current

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?

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

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

If NO, please describe.

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

12 IPA Additional comments?

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

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

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

6 Do standard cancellation fee rules apply?

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

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

Section 10: Government Loan Information - 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

1 What is the start term?

201805 [May 2018)

2 Are students required to do anything prior to the above date? Yes [ ] No [X]

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 [X]

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	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses?	Yes		No
9	Has the Convocation Coordinator been notified of a new degree?	Yes		No

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

a. None - as it has no financial implications

OR

b. Fee Review Committee

c. Institutional Planning and Assessment (IPA)

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

e. Board of Governors

f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):

From: Wallin, Dawn
To: Van Dyck, Arvelle
Subject: FW: Music Meeting with Education
Date: Thursday, November 23, 2017 10:24:03 AM

Here is the original notification sent June 27, 2017

From: "Wallin, Dawn" <dawn.wallin@usask.ca>
Date: Tuesday, June 27, 2017 at 5:49 PM
To: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>
Subject: Re: Music Meeting with Education

There were two other points I forgot to bring up.
I know that Glen briefly brought up the EMUS 490 course but there wasn't much said other than it hasn't been offered, probably because of some tuition thing.

I looked into it, and the reality is that across all colleges on campus, the monetary distribution of tuition looks like the following:

75% tuition flows to the college offering the course.
25% tuition flows to the college in which the students are enrolled.

So this means that because students are now in the Education program, 75% tuition would flow to Arts and Science, and 25% would flow to Education as the home program. I don't know how Arts and Science flows the tuition to departments, so you'd have to check it out, but it's still a pretty good deal in my mind. Students are technically finished the entire Music program, and this is an additional course for them within the Education program. We don't recoup too much of it, but given that they are now in the Education degree program, some comes our way for the additional administration, support services, etc…basic admin really. If there is more to discuss about that, just let me know.

And finally, in talking to the Program Coordinator, Arvelle Dyck, it was noted that the policies for movement into the Education program from the Music program are silent on the admissions requirements for the SECOND teaching area (not the music) for certification. Although this is unlikely to affect your students in any great fashion, we do need to put in the policy to cover that off as is similar to all other program routes. If you have any concerns about that, please let me know. Otherwise I think we would move both motions forward at the September UPC meeting.

Take care,
Dawn

From: "Wallin, Dawn" <dawn.wallin@usask.ca>
Date: Tuesday, June 27, 2017 at 4:27 PM

To: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>
Subject: Music Meeting with Education

Hello All!

I just thought I would beam in to say thank you for meeting with Melanie and I last week, and for starting the brainstorming that can work to make our programs sing a little better together. ☺

I am emailing to make certain you would all agree to the tentative plan we considered about removing EDST 321 from the Music Program Route in Education and replacing it with a course elective offering so that students might be able to take advantage of some of the new and exciting courses that we have in our direct entry program. We would then focus EDST 322 on the second teaching area for students, and they would move into the internship for a music placement. If that is agreeable, we will start working on a motion to move forward to our Undergraduate Program Committee for September. It would be lovely to have a letter of support for this change, and perhaps even a person who would come to the meeting when it gets planned to speak to the change. That last isn't necessary, but it is always good for our committees to see that we are working together with, and have support from, our partner departments.

It was also good to open the discussion to some shared resources so that you can see the teacher ed competenices (TECC) that flow through our Professional Growth Portfolio assessment during field experiences. Melanie spoke about the UBD lesson plans and such (that are all on the web under Field Experiences if you ever need them), so that we can also articulate those experiences with the general framework for teacher certification in the province.

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Lovely to speak with all of you. Your turn for potluck. ☺

Take care,
Dawn Wallin

From:	Wallin, Dawn
To:	Van Dyck, Arvelle
Subject:	FW: Music Meeting with Education
Date:	Thursday, November 23, 2017 10:24:30 AM

Notification of it passing through Faculty

From: "Wallin, Dawn" <dawn.wallin@usask.ca>
Date: Friday, September 29, 2017 at 11:57 AM
To: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Marion, Gregory" <gregory.marion@usask.ca>
Cc: "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>, "Van Dyck, Arvelle" <arvelle.vandyck@usask.ca>
Subject: Re: Music Meeting with Education

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Take care,
Dawn

From: "Wallin, Dawn" <dawn.wallin@usask.ca>
Date: Tuesday, June 27, 2017 at 4:27 PM
To: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>
Subject: Music Meeting with Education

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Dawn Wallin

From: Wallin, Dawn
To: Van Dyck, Arvelle
Subject: FW: Music Meeting with Education
Date: Thursday, November 23, 2017 10:24:45 AM

Jennifer Lang Responds

From: "Lang, Jennifer" <jennifer.lang@usask.ca>
Date: Friday, September 29, 2017 at 11:56 AM
To: "Wallin, Dawn" <dawn.wallin@usask.ca>
Subject: Re: Music Meeting with Education

Hi Dawn,
This is wonderful news! Thank you for everything you have done to enhance the experience of these students.
Best,
Jen

Jennifer Lang, Ph.D.
Assistant Professor, Music Education
University of Saskatchewan
Department of Music
1049 Education Building
28 Campus Drive
Saskatoon, SK S7N 0X1
jennifer.lang@usask.ca
(306) 966-6812

On Sep 29, 2017, at 11:48 AM, Wallin, Dawn <dawn.wallin@usask.ca> wrote:

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>
> I thought I would send a note to let you know that our discussions from last spring came to a good fruition for our combined Music Ed/Sequential students. The motion that requested that the combined music ed/sequential students take an education elective rather than the field experience EDST 321.3 was approved at faculty council today. To that end, the strong field experiences already conducted by the Department of Music will no longer lead to the sense of disappointment as these students enter into EDST 321 that was not rigourous enough given their prior experience. Instead, as we talked about, they can improve on their educational pedagogy by taking an elective course in the program. They will still move into EDST 322 with a focus on their second teaching area, and an internship with a focus on music education.
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To: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>
Subject: Music Meeting with Education

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Dawn Wallin

From: Wallin, Dawn
To: Van Dyck, Arvelle
Subject: FW: Music Meeting with Education
Date: Thursday, November 23, 2017 10:25:03 AM

Glen Gillis responds

From: "Wallin, Dawn" <dawn.wallin@usask.ca>
Date: Friday, September 29, 2017 at 1:43 PM
To: "Gillis, Glen" <glen.gillis@usask.ca>
Subject: Re: Music Meeting with Education

Waiting for the potluck.... :)

Sent from my iPhone

On Sep 29, 2017, at 12:35 PM, Gillis, Glen <glen.gillis@usask.ca> wrote:

> Thank you for the update. This certainly makes sense for the EMUS students.
>
> Glen
> <image001.png>
> Glen Gillis, Ph.D.
> Professor of Music
> Department of Music
> University of Saskatchewan
> Saskatoon, SK Canada S7N 0X1
> (306) 966-8356
> glen.gillis@usask.ca

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Date: Tuesday, June 27, 2017 at 4:27 PM
To: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>
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Dawn Wallin

From: Wallin, Dawn
To: Van Dyck, Arvelle
Subject: FW: Music Meeting with Education
Date: Thursday, November 23, 2017 10:25:41 AM

Darrin Oehlerking responds.

From: "Wallin, Dawn" <dawn.wallin@usask.ca>
Date: Monday, October 2, 2017 at 11:17 AM
To: "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>
Subject: Re: Music Meeting with Education

As I have now mentioned to Glen and Jennifer…still waiting for the potluck…. ☺

From: "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>
Date: Monday, October 2, 2017 at 10:10 AM
To: "Wallin, Dawn" <dawn.wallin@usask.ca>
Cc: "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Marion, Gregory" <gregory.marion@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>, "Van Dyck, Arvelle" <arvelle.vandyck@usask.ca>
Subject: Re: Music Meeting with Education

Hi Dawn - thanks for providing this update. I look forward to continuing a great relationship with the College of Education to help support our MusEd students!

Have a great day,
Darrin

Darrin Oehlerking, DMA
President, Canadian Band Association
Associate Professor
University of Saskatchewan Department of Music
306-966-1370 (Office)
306-361-6665 (Cell)
darrin.oehlerking@usask.ca

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

Title: Addition to Admission Requirement for Bachelor of Education - Sequential Music [BED-SEQMUS] and Secondary [SECD] Concentration Program

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 [X]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

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

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
One major is required on all programs [4 characters for code and 30 characters for description]

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

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

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

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

3 What is the name of this new program?

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

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

6 Is this a replacement for a current program? Yes [ ] No [ ]

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

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

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes [ ] No [X]
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 [X] 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 [X] 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 [X]
Is an existing college, school, center, or department being renamed? Yes [ ] No [X]
Is an existing college, school, center, or department being deleted? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

Section 7: Course Information - Not Applicable

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

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

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

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

If NO, please describe.

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

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

No change from current

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

No change from current

3 Does this impact enrollment?

No change from current

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

No change from current

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

No change from current

6 What is the application deadline?

No change from current

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

Addition of "with a minimum average of 60% on Teaching Area 2 classes".
New requirement would be: Completion of the Bachelor of Music degree in Music Education with a minimum average of 60% on Teaching Area 2 classes.

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.)

No change from current

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

No change from current

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?)

No change from current

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

No change from current

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

No change from current

13 Will the standard application fee apply?

No change from current

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

No change from current

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?

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

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

If NO, please describe.

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

12 IPA Additional comments?

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

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

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

6 Do standard cancellation fee rules apply?

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

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

Section 10: Government Loan Information - 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

1 What is the start term?

201805 [May 2018)

2 Are students required to do anything prior to the above date? Yes [ ] No [X]

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 [X]

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

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

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

a. None - as it has no financial implications [ ]

OR

b. Fee Review Committee [ ]

c. Institutional Planning and Assessment (IPA) [ ]

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

e. Board of Governors [ ]

f. Other [ ]

SIGNED

Date:

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):

AGENDA ITEM NO: 11.2

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs Committee

DATE OF MEETING: January 18, 2018

SUBJECT: **Academic Calendar 2018-2019**

COUNCIL ACTION: **For information only**

SUMMARY:

At their meeting of December 13, 2017, the Academic Programs Committee approved the Academic Calendar for 2018-19.

The Academic Calendar was developed in consultation with the academic deans of the colleges and is based on the previous year's calendar, adjusting for yearly calendar changes.

ATTACHMENTS:

1. Academic Calendar for 2018-19

UNIVERSITY OF SASKATCHEWAN

Academic Calendar 2018-2019

Date	Description	Notes
Tue May 01, 2018	Classes begin for Nursing	
Fri May 04, 2018	Last day of classes for Year 2 Dentistry	
Mon May 07, 2018	First day of final examinations for Year 2 Dentistry	
Wed May 09, 2018	Spring Term (May 9 - June 22), Quarter 1 (May 9 - May 30), and multi-term (May 9 - August 14) classes begin	
Thu May 10, 2018	Deadline for submitting Winter Term and multi-term (September to April) supplemental and deferred exam authorizations.	
Fri May 11, 2018	Last day of final examinations for Year 1 and Year 2 Medicine	
Fri May 11, 2018	Deadline to pay Spring Term tuition	
Fri May 11, 2018	Last day of final examinations for Year 1 and Year 3 Dentistry	
Mon May 14, 2018	Convocation Faculty meetings	
Tue May 15, 2018	Convocation Faculty meetings	
Thu May 17, 2018	University Council meeting	
Fri May 18, 2018	Last day of final examinations for Year 2 Dentistry	
Mon May 21, 2018	Victoria Day - University closed	
Wed May 30, 2018	Quarter 1 classes ends	
Wed May 30, 2018	Graduation Powwow	
Thu May 31, 2018	Quarter 1 final examinations begin. Mid-term break for Spring Term and multi-term classes (no classes)	
Fri Jun 01, 2018	Quarter 1 final examinations end. Mid-term break for Spring Term and multi-term classes (no classes)	
Mon Jun 04, 2018	Quarter 2 (June 4 - June 22) classes begin	

Mon Jun 04, 2018	Spring Convocation
Tue Jun 05, 2018	Spring Convocation
Wed Jun 06, 2018	Spring Convocation
Thu Jun 07, 2018	Spring Convocation
Thu Jun 07, 2018	Winter Term and multi-term (September to April) deferred and supplemental examinations begin
Fri Jun 08, 2018	Spring Convocation
Thu Jun 21, 2018	University Council meeting
Fri Jun 22, 2018	Spring Term and Quarter 2 classes end
Mon Jun 25, 2018	Spring Term and Quarter 2 final examinations begin. Mid-term break begins for multi-term classes (no classes)
Wed Jun 27, 2018	Spring Term and Quarter 2 final examinations end. Mid-term break ends for multi-term classes (no classes)
Thu Jun 28, 2018	Summer Term (June 28 - August 14) and Quarter 3 (June 28 - July 19) classes begin.
Mon Jul 02, 2018	Canada Day - University closed
Tue Jul 03, 2018	Deadline to pay Summer Term tuition
Thu Jul 19, 2018	Quarter 3 classes end
Fri Jul 20, 2018	Quarter 3 final examinations begin. Mid-term break for Summer Term and multi-term classes (no classes)
Mon Jul 23, 2018	Quarter 3 final examinations end. Mid-term break for Summer Term and multi-term classes (no classes)
Tue Jul 24, 2018	Quarter 4 (July 24 - August 14) classes begin
Mon Jul 30, 2018	Orientation begins for Year 3 Medicine
Mon Aug 06, 2018	Saskatchewan Day - University closed
Wed Aug 08, 2018	Orientation begins for Year 1 Medicine
Thu Aug 09, 2018	Orientation begins for Year 2 Medicine - Regina Campus Students Only
Fri Aug 10, 2018	Orientation begins for Year 2 Medicine - Saskatoon Campus Students Only

Fri Aug 10, 2018	Orientation for Year 1 Dentistry
Fri Aug 10, 2018	Orientation ends for Year 1, Year 2, and Year 3 Medicine
Mon Aug 13, 2018	Classes begin for Year 1, Year 2, Year 3, and Year 4 Medicine
Mon Aug 13, 2018	Classes begin for Year 1, Year 2, and Year 3 Physical Therapy
Mon Aug 13, 2018	Classes begin for all years Dentistry
Tue Aug 14, 2018	Summer Term, Quarter 4, and multi-term classes end
Wed Aug 15, 2018	Summer Term, Quarter 4, and multi-term final examinations begin
Fri Aug 17, 2018	Summer Term, Quarter 4 and multi-term final examinations end
Mon Aug 20, 2018	Classes begin for Year 1, Year 2, and Year 3 Veterinary Medicine
Wed Aug 22, 2018	Deadline for submitting Spring and Summer Terms supplemental and deferred exam authorizations
Mon Aug 27, 2018	Classes begin for Year 1 Pharmacy
Tue Aug 28, 2018	Classes begin for Year 2 Pharmacy
Fri Aug 31, 2018	Residence Move In for Voyageur Place, College Quarter, and Seager Wheeler residents
Fri Aug 31, 2018	Orientation for Year 4 Veterinary Medicine
Fri Aug 31, 2018	Closing date for submission of applications for Fall Convocation
Mon Sep 03, 2018	Labour Day - University closed
Tue Sep 04, 2018	Year 4 Nutrition students begin
Tue Sep 04, 2018	U of S Orientation
Tue Sep 04, 2018	Residence Move In for Graduate House, Assiniboine, Wollaston, and Souris residents
Tue Sep 04, 2018	Orientation for Year 2 BSN and NURS 450.9 Orientation, Saskatoon and Regina
Tue Sep 04, 2018	Clinical Rotations begin for Veterinary Medicine
Wed Sep 05, 2018	Orientation for Year 1 Law
Wed Sep 05, 2018	Classes begin for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Pharmacy (except Year 1

	and Year 2 Pharmacy students), Nutrition (except Year 4 Nutrition students), and Nursing (except Year 1 of Post-Degree BSN)
Thu Sep 06, 2018	Classes begin for upper year Law
Fri Sep 07, 2018	Classes begin for Year 1 Law
Sat Sep 08, 2018	Spring & Summer Terms deferred and supplemental examinations
Tue Sep 18, 2018	Deadline for Registration changes for Fall Term and multi-term (September to April) classes with 100% tuition credit
Wed Sep 19, 2018	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Fall Convocation
Thu Sep 20, 2018	University Council meeting
Fri Sep 21, 2018	No classes for Year 1 Veterinary Medicine (White Coat Ceremony)
Tue Sep 25, 2018	Last day to drop Fall Term classes with 75% tuition credit
Fri Sep 28, 2018	U of S Open House
Fri Sep 28, 2018	Tuition payment deadline for Fall Term
Fri Sep 28, 2018	Last day for MPT program to submit all requirements for students to graduate at Fall Convocation
Tue Oct 02, 2018	Last day to withdraw from Fall Term classes with 50% tuition credit
Tue Oct 02, 2018	Last day to withdraw from multi-term (September to April) classes with 75% tuition credit
Thu Oct 04, 2018	Convocation Faculty Meetings
Fri Oct 05, 2018	Convocation Faculty Meetings
Fri Oct 05, 2018	Fall Term Break Day - College of Nursing only
Mon Oct 08, 2018	Thanksgiving - University closed
Wed Oct 17, 2018	Last day to drop multi-term (September to April) classes with 50% tuition credit
Sat Oct 20, 2018	University Senate meeting
Thu Oct 25, 2018	University Council meeting

Sat Oct 27, 2018	Fall Convocation	
Sun Nov 11, 2018	Remembrance Day - University closed	
Mon Nov 12, 2018	University closed in lieu of Remembrance Day	
Mon Nov 12, 2018	Fall Mid-term Break begins for all colleges except Dentistry, Medicine, Nursing, Year 4 Nutrition, Physical Therapy, Veterinary Medicine, and the Language Centre's English for Academic Purposes program	
Thu Nov 15, 2018	Last day to withdraw from Fall Term classes	Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students.
Sat Nov 17, 2018	Fall Mid-term Break ends for all colleges except Dentistry, Medicine, Nursing, Year 4 Nutrition, Physical Therapy, Veterinary Medicine, and the Language Centre's English for Academic Purposes program	
Thu Nov 22, 2018	University Council meeting	
Fri Nov 23, 2018	Last day of classes for Year 1, Year 2, and Year 3 Dentistry	
Mon Nov 26, 2018	First day of final examinations for Year 1, Year 2, and Year 3 Dentistry	
Fri Nov 30, 2018	Last day of classes for Year 4 Dentistry	
Fri Nov 30, 2018	Last day of classes for Year 1 and Year 2 Medicine	
Mon Dec 03, 2018	First day of final examinations for Year 4 Dentistry	
Mon Dec 03, 2018	Fall Term final examinations for Year 1 and Year 2 Medicine	
Tue Dec 04, 2018	Last day of classes for Law	
Wed Dec 05, 2018	Last day of classes for Year 2 Veterinary Medicine	
Thu Dec 06, 2018	First day of final examinations for Law	
Fri Dec 07, 2018	First day of final examinations for Year 2 Veterinary Medicine	
Fri Dec 07, 2018	Last day of Fall Term classes except for Dentistry, Law, Medicine, Year 4 Nutrition, Physical Therapy, and Year 1, 2, and 4 Veterinary Medicine	
Fri Dec 07, 2018	Last day of final examinations for Year 2, Year 3, and Year 4 Dentistry	

Sat Dec 08, 2018	Fall Term final examinations begin, including night class examinations, except for Dentistry, Law, Medicine, Year 4 Nutrition, Physical Therapy, and Veterinary Medicine
Mon Dec 10, 2018	Term 1 final examinations for Year 1 and Year 2 Medicine
Mon Dec 10, 2018	First day of final examinations for Year 3 Veterinary Medicine
Tue Dec 11, 2018	Last day of final examinations for Year 1 Dentistry
Thu Dec 13, 2018	Last day of classes for Year 1 Veterinary Medicine
Sat Dec 15, 2018	First day of final examinations for Year 1 Veterinary Medicine
Mon Dec 17, 2018	Last day of examinations for Year 2 Veterinary Medicine
Wed Dec 19, 2018	Last day of examinations for Year 1 and Year 3 Veterinary Medicine
Thu Dec 20, 2018	University Council meeting
Fri Dec 21, 2018	Last day of Clinical Rotations for Year 4 Veterinary Medicine
Sat Dec 22, 2018	Last day of Fall Term final examinations for all colleges except Dentistry, Medicine, and Veterinary Medicine
Mon Dec 24, 2018	Christmas Eve - University closed
Tue Dec 25, 2018	Christmas Day - University closed
Wed Dec 26, 2018	Boxing Day - University closed
Thu Dec 27, 2018	University closed
Fri Dec 28, 2018	University closed
Mon Dec 31, 2018	University closed
Tue Jan 01, 2019	New Year's Day - University closed
Wed Jan 02, 2019	Winter Term Check-in Day for all residences
Wed Jan 02, 2019	Classes resume for Dentistry, Medicine, and Physical Therapy
Thu Jan 03, 2019	Classes resume for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Pharmacy and Nutrition (except Year 4 students), and Veterinary Medicine (except Year 4 students)
Mon Jan 07, 2019	Clinical Rotations resume for Year 4 Veterinary Medicine

Mon Jan 07, 2019	Classes resume for Year 4 Nutrition and Year 4 Pharmacy	
Wed Jan 16, 2019	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Thu Jan 17, 2019	University Council meeting	
Wed Jan 23, 2019	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Wed Jan 23, 2019	Last day to withdraw from Winter Term classes with 75% tuition credit	
Wed Jan 30, 2019	Last day to withdraw from Winter Term classes with 50% tuition credit	
Thu Jan 31, 2019	Tuition payment deadline for Winter Term classes	
Wed Feb 13, 2019	Registration for Spring and Summer classes opens	
Thu Feb 14, 2019	University Council meeting	
Fri Feb 15, 2019	Last day to withdraw from multi-term (September to April) classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
Fri Feb 15, 2019	Last day of Term 2 Session A for Year 4 Dentistry	
Mon Feb 18, 2019	Family Day - University closed	
Mon Feb 18, 2019	Winter Mid-Term Break begins for all colleges except Year 4 Veterinary Medicine, Year 4 Nutrition, Year 4 Pharmacy, Year 2 Physical Therapy, Year 3 and Year 4 Medicine, and the Language Centre's English for Academic Purposes program	
Tue Feb 19, 2019	Fall Term deferred and supplemental examinations begin	
Sat Feb 23, 2019	Winter Mid-Term Break ends for all colleges except Year 4 Veterinary Medicine, Year 4 Nutrition, Year 4 Pharmacy, Year 2 Physical Therapy, Year 3 and Year 4 Medicine, and the Language Centre's English for Academic Purposes program	
Mon Feb 25, 2019	First day of Term 2 Session B for Year 4 Dentistry	
Fri Mar 01, 2019	Mid-Term Break begins for Year 4 Veterinary Medicine - no clinical rotations	
Mon Mar 04, 2019	Mid-Term Break ends for Year 4 Veterinary Medicine	
Fri Mar 15, 2019	Last day to withdraw from Winter Term classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.

Thu Mar 21, 2019	University Council meeting
Sun Mar 31, 2019	Closing date for submission of applications for Spring Convocation
Wed Apr 03, 2019	Last day of classes for Law
Fri Apr 05, 2019	First day of final examinations for Law
Fri Apr 05, 2019	Last day of Winter Term and multi-term classes except Dentistry, Law, Medicine, Year 1 Post-Degree BSN, Year 4 Nutrition, Year 4 Pharmacy, Physical Therapy, and all years Veterinary Medicine
Mon Apr 08, 2019	General Academic Assembly meeting
Mon Apr 08, 2019	Winter Term and multi-term (September to April) final examinations begin, including night-class examinations
Tue Apr 09, 2019	Last day of classes for Year 2 Veterinary Medicine
Thu Apr 11, 2019	First day of final examinations for Year 2 Veterinary Medicine
Fri Apr 12, 2019	Last day of classes for Year 4 Dentistry
Fri Apr 12, 2019	Last day of classes for final-year Medicine
Fri Apr 12, 2019	Last day of classes for Year 1 Veterinary Medicine
Fri Apr 12, 2019	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Spring Convocation
Mon Apr 15, 2019	First day of final examinations for Year 4 Dentistry
Tue Apr 16, 2019	First day of final examinations for Year 1 Veterinary Medicine
Thu Apr 18, 2019	University Council meeting
Fri Apr 19, 2019	Good Friday - University closed
Sat Apr 20, 2019	Easter weekend - no final examinations
Sat Apr 20, 2019	University Senate meeting
Tue Apr 23, 2019	Last day of classes for Year 3 Veterinary Medicine
Wed Apr 24, 2019	Last day of final examinations for Year 4 Dentistry
Thu Apr 25, 2019	First and last day of final examinations for Year 3 Veterinary Medicine

Fri Apr 26, 2019	Orientation for Year 4 Veterinary Medicine
Fri Apr 26, 2019	Last day of final examinations for Year 2 Veterinary Medicine
Fri Apr 26, 2019	Last day of classes Year 1 and Year 3 Dentistry
Fri Apr 26, 2019	Last day of classes for Year 1 and Year 2 Medicine
Fri Apr 26, 2019	Last day of classes for Year 4 Nutrition
Mon Apr 29, 2019	Last day of Clinical Rotations for Year 4 Veterinary Medicine
Mon Apr 29, 2019	First day of final examinations for Year 1 and Year 3 Dentistry
Mon Apr 29, 2019	First day of final examinations for Year 1 and Year 2 Medicine
Tue Apr 30, 2019	Last day of Winter Term and multi-term final examinations for all colleges except for Dentistry, Year 1 and Year 2 Medicine, Year 4 Nutrition, Year 4 Pharmacy, Physical Therapy, and Year 2, 3, and 4 Veterinary Medicine
Tue Apr 30, 2019	Last day of final examinations for Year 1 Veterinary Medicine
Wed May 01, 2019	Classes begin for Nursing
Fri May 03, 2019	Last day of classes for Year 2 Dentistry
Fri May 03, 2019	Last day of classes for Year 4 Pharmacy
Mon May 06, 2019	First day of final examinations for Year 2 Dentistry
Wed May 08, 2019	Spring Term (May 8 - June 21), Quarter 1 (May 8 - May 29), and multi-term (May 8 - August 13) classes begin
Thu May 09, 2019	Convocation Faculty meetings
Fri May 10, 2019	Convocation Faculty meetings
Fri May 10, 2019	Last day of final examinations for Year 1 and Year 2 Medicine
Fri May 10, 2019	Last day of final examinations for Year 1 and Year 3 Dentistry
Fri May 10, 2019	Deadline to pay Spring Term tuition
Thu May 16, 2019	Deadline for submitting Winter Term and multi-term (September to April) supplemental and deferred exam authorizations.
Fri May 17, 2019	Last day of final examinations for Year 2 Dentistry
Mon May 20, 2019	Victoria Day - University closed

Thu May 23, 2019	University Council meeting
Wed May 29, 2019	Graduation Powwow
Wed May 29, 2019	Quarter 1 ends
Thu May 30, 2019	Quarter 1 final examinations begin. Mid-term break for Spring Term and multi-term classes (no classes)
Fri May 31, 2019	Quarter 1 final examinations end. Mid-term break for Spring Term and multi-term classes (no classes)
Mon Jun 03, 2019	Quarter 2 (June 3 - June 21) classes begin
Mon Jun 03, 2019	Spring Convocation
Tue Jun 04, 2019	Spring Convocation
Wed Jun 05, 2019	Spring Convocation
Thu Jun 06, 2019	Spring Convocation
Fri Jun 07, 2019	Spring Convocation
Thu Jun 13, 2019	Winter Term and multi-term (September to April) deferred and supplemental examinations begin
Thu Jun 20, 2019	University Council meeting
Fri Jun 21, 2019	Spring Term and Quarter 2 classes end
Mon Jun 24, 2019	Spring Term and Quarter 2 final examinations begin. Mid-term break begins for multi-term classes (no classes)
Wed Jun 26, 2019	Spring Term and Quarter 2 final examinations end. Mid-term break ends for multi-term classes - no classes
Thu Jun 27, 2019	Summer Term (June 27 - August 13) and Quarter 3 (June 27 - July 18) classes begin.
Mon Jul 01, 2019	Canada Day - University closed
Tue Jul 02, 2019	Deadline to pay Summer Term tuition
Thu Jul 18, 2019	Quarter 3 classes end
Fri Jul 19, 2019	Quarter 3 final examinations begin. Mid-term break for Summer Term and multi-term classes (no classes)
Mon Jul 22, 2019	Quarter 3 final examinations end. Mid-term break for Summer Term and multi-term classes (no classes)

Tue Jul 23, 2019	Quarter 4 (July 23 - August 13) classes begin
Mon Aug 05, 2019	Saskatchewan Day - University closed
Tue Aug 13, 2019	Summer Term, Quarter 4, and multi-term classes end
Wed Aug 14, 2019	Summer Term, Quarter 4, and multi-term final examinations begin
Fri Aug 16, 2019	Summer Term, Quarter 4 and multi-term final examinations end
Wed Aug 21, 2019	Deadline for submitting Spring Term and Summer Term supplemental and deferred exam authorizations
Sat Aug 31, 2019	Closing date for submission of applications for Fall Convocation

AGENDA ITEM NO: 11.3

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon; Chair, Academic Program Committee
DATE OF MEETING:	January 18, 2018
SUBJECT:	**French Common Law Option – program change with tuition implications**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The Academic Programs Committee approved the program change for the French Common Law Option at its December 13, 2017 meeting. APC is required to approve changes to the overall number of credit units for an approved program when this change affects tuition.

The College of Law recently made changes through University Course Challenge to the distribution of credit units for courses in the Juris Doctor (J.D.) program. The overall credit unit requirements for the J.D. program did not change, but the program modifications raised the credit units required for the French Common Law Option from 30 c.u. to 32 c.u. Since tuition in the College of Law is assessed on a per-credit unit basis, this change impacts the tuition assessed from students enrolled in the French Common Law Option as a part of the J.D. program.

ATTACHMENTS:

- College of Law Submission – French Common Law Option

College of Law Submission to APC – December 13, 2017

The following changes in red were approved by the College of Law on October 18th, 2017, and are now being submitted to APC for approval.

French Common Law Option (~~30~~ 32 credit units)

This program may be offered in partnership with another law school, such as the Law Faculty of the University of Ottawa. All courses taken toward this option must be approved for credit by the Associate Dean Academic. Students who choose this option will complete a total of 90 credit units, as they would in the regular J.D. program; however, 30 of the total 90 credit units will be in French. The following requirements will be taken in tandem with the J.D. program.

To be eligible to complete this option, students must submit a letter of intent written in French. Decisions will be made by the Associate Dean Academic.

Year 1 (~~35~~ credit units)

- ~~LAW 233.3~~ LAW 230.5 or equivalent, as approved by the Associate Dean Academic ~~Constitutional Law in French or an additional 3 credit unit course in second or third year, with the approval of the Associate Dean Academic~~. The course must relate to the practice of law in French, language rights or Constitutional law.

Year 2 and/or Year 3 (27 credit units)

Students must complete the 27 credit units of approved French coursework at the U of S or at a French language law school, such as the University of Ottawa, as approved by the Associate Dean Academic.

Required Courses (15 credit units)

Note: these courses replace 15 credit units of electives in the regular J.D. program.

- LAW 344.3 or equivalent
- LAW 345.3 or equivalent
- LAW 362.3 or equivalent
- LAW 350.3 (350.3 may be repeated with permission of the Associate Dean Academic)
- 3 credit units of French electives, as approved by the Associate Dean Academic (unless LAW 350.3 has been completed twice)

Choose 12 credit units:

Students must complete the remaining 12 credit units of approved French coursework at the U of S or at a French language common law school, such as the University of Ottawa, as approved by the Associate Dean Academic.

Rationale: The above proposal is a result of J.D. program revisions approved by University Course Challenge on November 30, 2017, specifically, the revised version of the required Constitutional Law course. Under recommendations of the Truth and Reconciliation Report (TRC), the Constitutional Law course increased by two credit units. Further details are included in the attached November, 2017 University Course Challenge document.

College of Law Submission to University Course Challenge -- November, 2017

The following curricular changes were approved by the College of Law on October 18, 2017 and are now being proposed to University Course Challenge for approval.

The addition of two new requirements to the J.D. program are outlined, as follows:

1) In response to the Truth and Reconciliation Report (TRC), the college proposes the creation of a new mandatory 3 credit unit first-year course in Indigenous Peoples and Law, and the completion of a 3 credit unit course from a suite of upper year courses in the area of Indigenous Peoples and Law. Although a first-year course is being added, it is the college's intention to keep the overall credit units for the J.D. program the same. This will be accomplished by combining two 3 credit unit Constitutional Law courses into one 5 credit unit course, and reducing the two non-Legal Research and Writing courses from 6 credit units to 5 credit units each.
2) A new zero-credit unit course in Dispute Resolution will be required in Year 1 of the J.D. Program.

New Course Proposals

LAW 232.3 Kwayeskastasowin, Setting Things Right
A course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

Prerequisites: None

LAW 244.0 Dispute Resolution
In this course, students will learn about the continuum of dispute resolution processes and their comparative advantages; discuss and reflect on the professional roles of a lawyer; practice effective communication and negotiation skills; learn about client interviewing and counseling; consider ethical implications of the choices lawyers make; and experience problem-solving processes and how they have contributed to changes in systems of justice.

Restriction: Students must be enrolled in Year 1 of the J.D. program, or be a transfer student who has permission of the Associate Dean to take the course.

Rationale: The first year law curriculum generally focuses on doctrinal case analysis, and legal skills that assist in the development and presentation of legal arguments. The Dispute Resolution course introduces students to the relationship at the heart of lawyering – the lawyer-client relationship. In advancing their clients' interests, lawyers must employ a wide range of advocacy skills: communication, problem-solving and negotiation skills, as well as courtroom advocacy. This course introduces first year law students to the various processes and fundamental skills that lawyers use in the resolution of their clients' disputes.

Course Credit Unit Adjustments and Relabeling

To reduce each of the following courses by one credit unit:

~~LAW 201.6~~ **LAW 202.5 Contracts**

An introduction to the law of contracts, including formation of contractual obligations, consideration, privity, contract formalities, capacity, contractual terms, misrepresentation, mistake, and remedies.

~~LAW 204.6~~ **LAW 203.5 Criminal Law**

An introduction to criminal law including basic concepts, procedures and principles of criminal liability, physical and mental elements of a crime, common law and statutory defences, the Canadian Charter of Rights and Freedoms, capacity, justification, parties to offences, and specific offences.

To combine the following courses into one course:

~~LAW 231.3 and LAW 233.3~~ **LAW 230.5 Constitutional Law**

An introduction to constitutional law including basic principles of federalism and of constitutional interpretation. The distribution of legislative power between Parliament and the Provincial Legislatures, Constitutional amendment and the Charter of Rights and Freedoms will be examined.

Program Revisions:

Juris Doctor (J.D.)

Program Requirements

Juris Doctor (J.D.) (90 credit units)

Year 1 (30 credit units)

During first year, students must pass "Dispute Resolution" (LAW 244.0), and must complete "Legal Research and Writing" (LAW 243.0) with a grade of 60% or better.

- ~~LAW 201.6~~ LAW 202.5 Contracts
- ~~LAW 204.6~~ LAW 203.5 Criminal Law
- LAW 208.6 Property I
- LAW 212.6 Tort Law
- ~~LAW 231.3~~ LAW 230.5 Constitutional Law
- ~~LAW 233.3~~
- LAW 232.3 Kwayeskastasowin, Setting Things Right

Year 2 **(30 credit units)**

Students must receive a grade of 60% or better to satisfy the minor and major writing requirements.

- course load of 15 credit units per term including the following:
- minor paper
- major paper (Year 2 or Year 3)
- Seminar class (Year 2 or Year 3)
- LAW 340.3
- LAW 421.3 (Year 2 or Year 3)
- one of LAW 326.3, LAW 361.3, or LAW 463.3 (Year 2 or Year 3)
- **in special cases, a student may be given permission by the Associate Dean Academic to undertake a program involving a load in excess of 15 credit units.**

Students may be permitted to take a maximum of 6 credit units given by another College, during second and third year, for credit in the College of Law. The course(s) must be approved by the Associate Dean, Academic. Applications are assessed from the standpoint of how the outside senior-level course contributes to the applicant's understanding of the law.

Year 3 **(30 credit units)**

Students must receive a grade of 60% or better to satisfy the minor and major writing requirements.

- course load of 15 credit units per term including the following:
- major paper (if not completed in Year 2)
- seminar class (if not completed in Year 2)
- 3 credit units from the following list of senior-level Indigenous Studies courses, or equivalent as approved by the Associate Dean Academic:
    - Law 436.3 – Aboriginal Law
    - Law 447.3 – Aboriginal Rights Moot
    - Law 453.3 Aboriginal Law & Policy
    - Law 473.3 – Aboriginal Self-Government
    - Law 480.3 – Indigenous Peoples in International and Comparative Law
    - Law 499.12 – Special Topics: Indigenous Clinical Practicum

    - Law 498.3 – Special Topics: Indigenous Clinical Seminar
    - Law 498.3 – Special Topics: Indigenous Rights and Resource Development
    - Law 498.3 – Special Topics: Circle Teaching Seminar
    - Law 498.3 – Special Topics: First Nations Economic Development

- LAW 421.3 (Year 2 or Year 3)
- one of LAW 326.3, LAW 361.3 or LAW 463.3 (Year 2 or Year 3)
- in special cases, a student may be given permission by the Associate Dean Academic to undertake a program involving a load in excess of 15 credit units.

Students may be permitted to take a maximum of 6 credit units given by another College, during second and third year, for credit in the College of Law. The course(s) must be approved by the Associate Dean, Academic. Applications are assessed from the standpoint of how the outside senior-level course contributes to the applicant's understanding of the law.

AGENDA ITEM NO: 11.4

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon; Chair, Academic Program Committee
DATE OF MEETING:	January 18, 2018
SUBJECT:	**Engineering Entrepreneurship Option– program change with tuition implications**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The Academic Programs Committee approved the program change for the Engineering Entrepreneurship Option at its December 13, 2017 meeting. APC is required to approve changes to the overall number of credit units for an approved program when this change affects tuition.

The College of Engineering determined that a 0 credit unit capstone class for the Engineering Entrepreneurship Option should be replaced by one with 3 credit units to reflect more accurately both the workload associated with the course and the expectations of students. This would increase the number of required credit units in the option by three c.u., effective May, 2018. Since tuition is assessed on a per-credit unit basis for this course, the tuition for students in the Engineering Entrepreneurship Option is affected.

ATTACHMENTS:

- Proposal for curricular change – Engineering Entrepreneurship Option

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

Memorandum

To:	Dr. Terry Wotherspoon Chair, Academic Programs Committee of Council
Cc:	Dr. Sean Maw Associate Professor and Jerry G. Huff Chair in Innovative Teaching
From:	Dr. Bruce Sparling Associate Dean Academic
Date:	December 8, 2017
Subject:	**Curricular Changes - Engineering Entrepreneurship Option**

Dr. Wotherspoon:

I am writing to inform the Academic Programs Committee of Council of recently approved curricular changes in the College of Engineering. I am additionally writing to express my support for these changes and to request that they be further reviewed and considered for final approval at the university-level.

The Undergraduate Academic Programs Committee in the College of Engineering convened on December 8, 2017. During this meeting, a motion was carried that approved amending the program requirements of the Engineering Entrepreneurship Option. The approved curricular change involved removing a "GE 430.0" and adding a "GE 431.3" requirement. In turn, this resulted in increasing the number of required credit units in the option by three units, effective May 2018.

All undergraduate students who complete the Engineering Entrepreneurship Option had been historically required to complete GE 430.0: Engineering Entrepreneurship Capstone. The intent behind the proposed curricular change is to more accurately account for the course content and associated workload. The revised three credit unit course is more reflective of the actual workload associated with the course.

A copy of the revised program galley for the Engineering Entrepreneurship Option is attached. Please consider this memorandum and proposal so that it can be added to the 2018-19 Course and Program Catalogue publication. Please do not hesitate to contact me directly should you have any further comments, questions, or concerns.

Sincerely,

Bruce Sparling, Ph.D., P. Eng., FCSCE
Associate Dean Academic
College of Engineering
Email: engr.academicdean@usask.ca
Phone: 306-966-4190

Enclosed: Program Galley – Engineering Entrepreneurship Option

UNIVERSITY OF SASKATCHEWAN

New Course Proposal Form

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

1. Approval by department head or dean:

2. Information required for the Catalogue

   2.1 Label & Number of course: GE 431.3

   2.2 Title of course: Engineering Entrepreneurship Capstone

   2.3 Total Hours: 36 Lecture Seminar Lab Tutorial Other

   2.4 Weekly Hours: 3 Lecture Seminar Lab Tutorial Other

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

   2.6 Prerequisite: COMM 349 and 9 credit units from COMM 200-399

   2.7 Calendar description: This course integrates entrepreneurship with engineering design, in equal measure. Students will be tasked with identifying an entrepreneurial opportunity in the technology environment, pursuing it in terms of defining the opportunity (needs analyses, problem definition, market analysis), and developing a value-added solution to the problem.

   2.8 Any additional notes n/a

3. Rationale for introducing this course. GE 430.0 already exists and has been running for many years. The rationale for changing the course to GE 431.3 is to give it some gravitas. As a zero-credit course, serious homework, assignments, and deliverables cannot be expected. As such, the current course is a lost opportunity to truly have a "capstone" experience for the Engineering Entrepreneurship Option. This change would allow the course to become substantial. It would also prepare the course for its hoped integration into the Technological Innovation Option in the coming year.

4. Learning Objectives for this course. Students would learn how to identify a good engineering design problem and make it their own. They would learn how to characterize and define it thoroughly, and to develop several alternative solutions to the problem. They would learn how to select the best problem and the best conceptual solution to that problem, given their unique, personal, entrepreneurial context.

5. Impact of this course.
   Are the programs of other departments or Colleges affected by this course? No.
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? No.

6. Other courses or program affected (please list course titles as well as numbers).
   Course(s) to be deleted? None, at this time. GE 430.0 will stay on the books, in case we need to return to it at some point.

Course(s) for which this course will be a prerequisite? None. This is a capstone course.
Is this course to be required by your majors, or by majors in another program? No. It will only be required of those completing the current Engineering Entrepreneurship Option. However, within the next year, a new option (the Technological Innovation Option) will be proposed, and GE 431.3 will be part of it if the TIO is approved

7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
See attached.

8. Enrolment.
Expected enrollment: Averaging about 5 per year, recently. Hope to see it grow slightly with time (and with the eventual change to the Technological Innovation Option).
From which colleges? Engineering, although it could accommodate Business students easily. This may be something we'll want to pursue in the future, as a multidisciplinary facet of this course.

9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
This will become a (design) project course. As such, a midterm and exam will not be necessary or desirable. However, there will be a quiz on design theory knowledge (10%). Every 3 weeks there will be a hand-in assignment (total of 55%). The assignments will build up to a Project Proposal document at the end of the term (30%). There will also be an end-of-term short reflection essay on the entire EEO experience (5%).

10. Required text: None.
Include a bibliography for the course.

11. Resources.
Proposed instructor: The (Acting) La Borde Chair in Engineering Entrepreneurship.
How does the department plan to handle the additional teaching or administrative workload? It is not an additional load, as GE 430.0 is taught now. The only difference will be the marking load.
Are sufficient library or other research resources available for this course? Yes.
Are any additional resources required (library, audio-visual, technology, etc.)? No.

12. Date of Implementation: Fall 2018
To be offered: annually biennially other

UNIVERSITY OF SASKATCHEWAN	**SESD: Course Creation Information Form**

(version: November, 2015)

To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

Main Block
Subject:
General Engineering

Course Number:
431.3

Term from which this course will become effective:
Month:
May
Year:
2018

Information Block
What is the academic college or school to which this course belongs?
Engineering

What is the department or school that has jurisdiction over this course?

School of Professional Development

If there is a prerequisite waiver, who is responsible for signing it?
I – Instructor Approval

What is the academic credit unit weight of this course?
3 credit units

Is this course supposed to attract tuition charges? If so, how much? (use tuition category)
Yes, tuition category 7.

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" (http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees)

No

Do you allow this course to be repeated for credit?

No

How should this course be graded?

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progre

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course
No attributes need to be added to the course.

Course Syllabus
Long Title
Engineering Entrepreneurship Capstone

Course Long Title (maximum 100 characters)
Engineering Entrepreneurship Capstone

Course Short Title (maximum 30 characters)
Engineer Entrepreneur Capstone

Course Description
Course Description (please limit to 150 words or less)

This course integrates entrepreneurship with engineering design, in equal measure. Students will be tasked with identifying an entrepreneurial opportunity in the technology environment, pursuing it in terms of defining the opportunity (needs analyses, problem definition, market analysis), and developing a value-added solution to the problem.

Registration Information
Formerly:
GE 430.0

Permission
required:

Restriction(s): course only open to students in a specific college, program/degree, major, year in program
Only open to students registered in the Engineering Entrepreneurship Option (EEO)

Prerequisite(s): course(s) that must be completed prior to the start of this course
COMM 349 and 9 credit units from COMM 200 - 399

Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
COMM 357 and COMM 447

Corequisite(s): course(s) that must be taken at the same time as this course
None

Exam Exempt
Yes

Equivalent Courses
Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: **GE 430.0**

Note:

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.
2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.

Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

The 0-credit unit course (GE 430.0) is considered equivalent to the 3-credit unit course (GE 431.3). It will fulfil the 3-credit unit requirement and the student will not have to complete another 3 credit units towards the overall number of required credit units in the Engineering Entrepreneurship Option.

Mutually-Exclusive Courses
GE 430.0 and GE 431.3.

Information For Display In The Catalogue Only

Catalogue Credit Units (e.g. 110.**6**):
3

Catalogue Term Hour Listing

1(3L)

Note

Students with credit for GE 430.0 will not receive credit for this course.

GE 431.3
Engineering Entrepreneurship Capstone

Ron and Jane Graham School of Professional Development
Fall 2018

Instructor: Dr. Sean Maw, Associate Professor, Huff Chair in Innovative Teaching
ENG 2A20.1
Phone: 966-3200
Email: sean.maw@usask.ca

Lectures: Mondays - Sept 11, 18, 25, Oct 2, 16, 23, 30, Nov 6, 20, 27, and Dec 4
17:00-19:50 (5:00-7:50 pm) ENG 2C88

Website: http://bblearn.usask.ca

Textbook: None required; online readings will be provided during classes

Assessment: This is a (design) project course. As such, a midterm and exam will not be part of the assessment. However, there will be a quiz on design theory knowledge (10%), every 3 weeks there will be a hand-in assignment (total of 55%), and the assignments will build up to a Project Proposal document at the end of the term (30%). There will also be an end-of-term short reflection essay on the entire EEO experience (5%).

Prerequisites:

- COMM 349 and 9 credit units from COMM 200-399

Co-requisites:

- COMM 357 and COMM 447

Calendar Description:

This course integrates entrepreneurship with engineering design, in equal measure. Students will be tasked with identifying an entrepreneurial opportunity in the technology environment, pursuing it in terms of defining the opportunity (needs analyses, problem definition, market analysis), and developing a value-added solution to the problem.

Detailed Course Outline:

Topic	Approximate Lecture Hours
Course Introduction • Getting familiar with classmates/teacher, and course objectives	3
Opportunity and Problem Identification/Characterization/Selection • Finding, identifying, selecting and characterizing your own design problem	15
Conceptual Solution Generation and Selection • Developing and selecting the best conceptual solution to your design problem	12
Course Wrap Up • Reflecting on what has been learned from the EEO experiences	3

Assignments:
There will be 5 (five) hand-in assignments over the course of the term. The first will cover Problem Selection (15%). The second will cover Problem Definition (25%). The third will cover Ideation (15%). At the end of the term, a compilation of these assignments with the addition of an identified conceptual solution, will constitute a Project Proposal (30%). At the same time, a brief Reflection Essay (5%) will be handed in.

Tutorials/Labs:
There are no tutorials or labs in this course.

Exams and Quizzes:
There will be no exams in this course, but there will be a quiz on design theory knowledge at the end of term. It will be worth 10% of the term mark.

Academic Dishonesty and Academic Appeals:
Academic dishonesty will not be tolerated in this class. All presented work must be either original or cited appropriately. For more information on what constitutes academic misconduct and on appeals of final grades or other academic matters, please consult the University Council documents on academic misconduct and on academic appeals (www.usask.ca/honesty).

Important Dates:

Sept. 11	Introductions/Course Intro
Sept. 18	Problem Generation
Sept. 25	Problem Selection Criteria
Oct. 2	Problem Selection
Oct. 9	Thanksgiving – no class
Oct. 16	Problem Statements/Acceptance
Oct. 23	Scope/Design Criteria/Constraints
Oct. 30	Ideation I
Nov. 6	Ideation II
Nov. 13	Reading Week – no class
Nov. 20	Conceptual Solution Selection I
Nov. 27	Conceptual Solution Selection II
Dec. 4	Course Wrap-up/Dinner

Learning Outcomes:

1. An appreciation of the work and challenges involved in identifying a "good" design problem
2. Development of skills in problem definition, solution generation, and evaluation of solutions

Attribute Mapping:

Level of Performance‡

Learning Outcome	Attribute†											
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**A11**	**A12**
1	1	4	4	4			4	4	4	4	4	4
2	1	4	4	4	4		4	4	4	4	4	4

†Attributes:

- **A1** A knowledge base for engineering
- **A2** Problem analysis
- **A3** Investigation
- **A4** Design
- **A5** Use of engineering tools
- **A6** Individual and team work
- **A7** Communication skills
- **A8** Professionalism
- **A9** Impact of engineering on society and the environment
- **A10** Ethics and equity
- **A11** Economics and project management
- **A12** Life-long learning

‡Levels of Performance:

1 - **Knowledge** of the skills/concepts/tools but not needing to directly apply them to solve problems.

2 - **Using** the skills/concepts/tools to solve directed problems. (*"Directed" indicates that students are told what tools to use.*)

3 - **Selecting** the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have a definite solution.*)

4 - **Applying** the appropriate skills/concepts/tools for open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

Engineering Entrepreneurship Option

The Engineering Entrepreneurship Option (EEO) consists of eight courses as an optional addition to any of the eight Bachelor of Science in Engineering (B.E.) degrees. Six, and up to seven, courses are delivered through the Edwards School of Business. The program capstone course (GE 431.3 Engineering Entrepreneurship Capstone) is taught within the College of Engineering.

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It is imperative to note that Engineering students must have completed a course which covers elementary probability and statistics (such as GE 210, EE 216, or ME 251) before they will be permitted to register in COMM 205 (for which COMM 104 is a prerequisite). Additionally, please note that GE 430.0 is a seminar course which requires two corequisite courses (COMM 357.3 and COMM 477.3) to be completed in the same term

Undergraduate students typically complete one additional course per term in their third and fourth year of studies, as well as stay for one additional term after they complete their Bachelor of Science in Engineering degree program requirements, to complete the Engineering Entrepreneurship Option. For exceptions to this schedule, please consult an Academic Advisor within the Engineering Student Centre. Alternatively, please consult the Engineering Entrepreneurship Option Coordinator within the School of Professional Development.

To register in the Engineering Entrepreneurship Option, undergraduate students are encouraged to contact the Engineering Student Centre via telephone (306-966-5274) or email.

Program Requirements

Suggested Terms for Required Courses

Year 3

Term 1

- COMM 201.3

Term 2

- COMM 204.3

Year 4

Term 1

- COMM 349.3

Term 2

- COMM 304.3

Year 5

Term 1

- GE 431.3
- COMM 357.3
- COMM 447.3

EEO Elective

Select one additional course:

- COMM 205.3
- COMM 210.3
- COMM 493.3
- any 400-level RCM course

Commented [MC1]: UAPC Approval: 2017-12-08
APC Approval: 2017-12-13

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AGENDA ITEM NO: 11.5

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon; Chair, Academic Program Committee
DATE OF MEETING:	January 18, 2018
SUBJECT:	**Name change and program change for the Certificate in Aboriginal Theatre (now the Certificate in wîcêhtowin Theatre)**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The Academic Programs Committee approved the program change and the name change for the Certificate in wîcêhtowin Theatre at its December 13, 2017 meeting. APC is required to approve changes to the overall number of credit units for an approved program when this change affects tuition and also approves changes to the name of a field of study.

When this certificate was being developed, the Community Advisory Panel constructed to advise on the program strongly recommended the use of an Indigenous name for the program. The name "wîcêhtowin" was given during a ceremony and is a Cree word that names a process where we live together in harmony, we help each other, and we are inclusive.

Additionally, in reviewing the program after the first cohort of students moved through, a few program changes were recommended by the Program Coordinator and Department of Drama, and subsequently approved by the College of Arts and Science. The certificate program is being reduced from 30 credit units to 21, which will impact tuition. This change will also impact the length of time needed for students to complete the program. The delivery of the program is being shifted from a cohort-based program to a course-based program to allow greater flexibility for student intake, better integration with other Drama programs, and increased options for students to complete the program in conjunction with studies in other fields.

ATTACHMENTS:

- Request for Change of Name form – Aboriginal Theatre to wîcêhtowin Theatre

- Proposal for Academic or Curricular Change – Aboriginal Theatre - Certificate

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: Alexis Dahl for Dr. Moira Day, Head, Department of Drama

Date: December 7, 2017

College: Arts and Science

College approval date: December 6, 2017

Proposed effective date of the change: May 1, 2018

1. Proposed change of name

	From:	To:
College		
Department		
Program name		
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)	**Aboriginal Theatre**	**wîcêhtowin Theatre**
Course label (alphabetic)		
Building		
Street		
Other		

2. Documentation

Rationale

At the time the program was being developed, the Community Advisory Panel constructed to advise on the program very strongly recommended that we use an Indigenous name for the program. Therefore, the name wîcêhtowin was given during ceremony where we asked for a program name. "wîcêhtowin" is a Cree word, a noun that names a process: we live together in harmony; we help each other; we are inclusive. As this name has now officially been given, we feel that simply using the Cree name as the title of the program describes it most accurately, as it is the value that underpins the entire certificate.

This change also aligns with the college's move away from using "Aboriginal" in course and program titles, as this word is not considered to be inclusive of all Indigenous peoples in Canada.

It is understood that the accents on the "i" and on the "e" in "wîcêhtowin" will not display in all university systems and in the Catalogue, due to technical limitations. This is acceptable to the proposers.

Impact of the change

We believe that the impact of the name change will be positive for the students in this program, as it is better connected to the philosophy of the program, and will allow students to note the inclusion of Indigenous culture from their very first introduction to this program. Faculty in the department are wholly supportive of this change.

Costs

There will be minimal impact on costs in the college and university-wide systems, to enter the new name of the program in the system and on student records, and to update the Catalogue and Degree Works. There is no impact on other colleges or resource areas.

Consultation

See Consultation with the Registrar form.

The proposal to rename the Certificate in Aboriginal Theatre to the Certificate in wîcêhtowin Theatre was submitted by the Department of Drama, and circulated to all College of Arts and Science faculty members through the College Course and Program Challenge in November 2017. The proposal was approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on November 6, 2017, and was approved by the Arts and Science Faculty Council on December 6, 2017. No concerns were raised, at any level, regarding the proposed renaming.

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 names for fields of specialization** are approved by the Academic Programs Committee of Council.

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

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Aboriginal Theatre - Certificate

Degree College: Arts and Science

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

Moira Day
Head, Department of Drama

Proposed date of implementation: May 2018

Proposal Document

A change to the total number of credit units required for an approved degree program.

Proposed revisions:

- Reduce overall requirements from 30 to 21 credit units
- Change from a cohort-based program to a course-based program.
- Reorganize requirements to give students the choice of a performance or technical focus, or to choose courses from both areas.
- DRAM 211 renumbered to DRAM 111 (Renumbering approved through University Course Challenge in November 2017.)
- DRAM 310 removed (former capstone course).
- DRAM 231 revised to include performance opportunities, and will serve as the new core course. (Revisions approved through University Course Challenge in November 2017.)
- Remove DRAM 105.0 and DRAM 205.0 (Mentored Learning). These will be replaced with series of cultural workshops and events offered on a regular basis throughout the year. Students will be required to attend a minimum of two (2) workshops to receive the certificate.

Rationale for program restructuring:

History – Recruitment for this program began in 2014-15, with an application deadline of May 1st, 2015. However, by that date only one (1) applicant had applied. Throughout the summer twelve (12) additional people had expressed interest and applied to the program, but some were either unable to meet the entrance requirements for the college, or they were unable to secure funding and therefore dropped out. By the fall launch, there were eight (8) students. However, in the first year, three (3) were lost: one in T1, one in T2 and one at the end of the first year. In Year Two, another student was lost at the end of T1. Although originally designed as a cohort-based program, the small numbers of participants made it necessary in Year One to open the program-specific sections of DRAM 119 and DRAM 231 to other Aboriginal students, for financial and pedagogical reasons. By Year Two the DRAM 211, DRAM 218, and DRAM 219 courses were all offered as "blended" sections (rather than program specific sections), for the same reasons. Even the capstone course for the program (DRAM 310) was blended, as we needed more actors for the scenes.

It should also be noted that none of the students in the program were taking it exclusively, since band funding and student loan rules require students to be Full-Time (minimum 12 credit units per term for most bands, minimum 9 credit units per term for student loans). To date, four students have completed the program requirements.

Current Situation – Although recruitment and promotion efforts have been ongoing since 2015, and intensified in 2016-17, by May 2017 only four applications had been received for the new cohort. Nevertheless, the decision was made to go ahead with the program and special sections of program courses were created for the 2017-2018 academic year. In July however, one of the four students was lost. Further, two out of three remaining ATP students were also ITEP students and had scheduling conflicts which prevented them from taking the program-specific courses when they were scheduled. Due to low enrolment (a single student) in some sections, along with the course and scheduling conflicts, the wîcêhtowin Aboriginal Theatre Program, as it was originally conceived, was no longer pedagogically nor financially viable for the upcoming year. Therefore, in August 2017 the decision was made to suspend the program for one year, using the time to make revisions that would address these concerns. Prospective students were notified. (For students still interested in the program, the department recommended they take relevant classes offered, with an expectation that they would be able to enroll in a revised version of the program in 2018-19.)

Challenges – The challenges to the initial vision of the wîcêhtowin Theatre Program have proven to be:

- Limitations on funding for First Nations students: time limits (4 years); types of programs for eligible for funding; elimination by some bands of funding for "extra" accreditations such as a certificate *and* a degree; lack of funding for courses outside of regular terms (Fall and Winter)
- Inflexibility in the sequence of the courses required for this program.
- Intake only every second year (Cohort-model)
- Scheduling conflicts between program-specific sections and courses in other subjects for students pursuing more than one credential
- Lack of secure financial resources for the support of the program (except for courses in acting, all program courses require outside instructors or sessionals). The Drama department was not given financial support for ATP from the College as requested in the original program proposal budget.
- Lack of integration into other Drama programs and Greystone Theatre

Program Revisions to Address Challenges

- The reduction in credit units will make it easier for students to take this program in addition to a degree program (which is required for most Indigenous students in order to be funded).
- Change from cohort-based program to course-based program will provide more points of entry, and (at least) yearly intake. Students will be subject to the Arts & Science College regulations regarding time to complete the program.
- The move away from program-specific class sections of general DRAM courses will be more efficient and therefore more sustainable.
- Opening program-specific courses (DRAM 211 (renumbered to 111) and DRAM 231) to all students is anticipated to increase enrollments, making them more sustainable.
- Removal of the capstone course, DRAM 310 will help to make the program viable within the resource constraints, while revision of DRAM 231 to include performance opportunities will retain the critical experiential elements of the program.
- Removal of DRAM 105.0 and DRAM 205.0 (Mentored Learning courses) from the certificate will alleviate scheduling pressures. Students will be required to attend at least two workshops or performances as part of a certificate.

College Statement

From Gordon DesBrisay, Vice-Dean, Academic, College of Arts and Science

The College of Arts and Science supports the proposal to revise the program requirements for the Certificate in (Aboriginal) wîcêhtowin Theatre. The proposed changes will make the program more accessible to students concurrently pursuing a degree, which is critical to ensuring that students in the program can access funding to support their studies. The changes to the certificate requirements, including the move away from a cohort-based model, have been strategically planned to maintain the core values of the program while helping a wider array of students take the program in their time at the university.

The proposal to rename the Certificate in Aboriginal Theatre to the Certificate in wîcêhtowin Theatre was submitted by the Department of Drama, and circulated to all College of Arts and Science faculty members through the College Course and Program Challenge in November 2017. The proposal was approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on November 6, 2017, and was approved by the Arts and Science Faculty Council on December 6, 2017. No concerns were raised, at any level, regarding the proposed renaming.

It should be noted that these changes were first suggested by Carol Greyeyes, Coordinator of the wîcêhtowin Theatre, and that she has participated fully in developing this proposal. The fact that changes are required to enable the program to flourish going forward should in no way be taken to suggest that the work done by Carol and her students to date has been anything less than outstanding.

Catalogue Description:

Certificate in wîcêhtowin ~~Aboriginal~~ Theatre

wîcêhtowin ~~- Aboriginal~~ Theatre program is a transformative certificate program in theatre performance that engages and empowers ~~Aboriginal~~ Indigenous students at the University of Saskatchewan. “wîcêhtowin” is a Cree word, a noun and process: we live together in harmony; we help each other; we are inclusive.

wîcêhtowin ~~- Aboriginal~~ Theatre program is a comprehensive and experiential-based learning approach to develop emerging First Nations and Métis theatre professionals and students interested in an Indigenous perspective. ~~in the areas of Performance, Theatre Design and Collective Creation. The program culminates in a world premiere of a new theatrical work, created, designed and performed by the program participants. ATP is a two-year (30 credit unit) cohort-based program delivered over six consecutive semesters of study.~~ The program delivers meaningful and principled theatre skills that will provide graduates with the requisite training for success in a creative milieu ~~where significant employment opportunities exist~~. For students in other degree programs, this certificate will significantly enhance their degree. For certificate program ~~those ATP~~ graduates interested in continuing their education at the University of Saskatchewan, ~~ATP~~ courses taken as part of the program can be used to ladder into degree programs.

Certificate in wîcêhtowin ~~Aboriginal~~ Theatre

Requirements (30 credit units)

- ~~DRAM 105.0~~
- DRAM 110.3
- DRAM 118.3
- DRAM 119.3 or DRAM 113.3
- ~~DRAM 205.0~~
- ~~DRAM 210.3~~
- DRAM 111 (formerly DRAM 211.3)
- ~~DRAM 218.3~~
- ~~DRAM 219.3~~
- DRAM 231.3
- ~~DRAM 310.3~~
- ~~DRAM 322.3~~

Choose 6 credit units from the following:

- DRAM 113.3
- DRAM 119.3
- DRAM 210.3
- DRAM 213.3
- DRAM 218.3
- DRAM 219.3

Students in this program are required to attend at least two relevant workshops or performances to be eligible to receive the certificate. Students must consult with the Program Coordinator prior to attendance to determine whether a given event meets this requirement.

Suggested Sequence of Courses

Year 1, Term 1

- DRAM 118.3
- DRAM 110.3
- DRAM 105.0

Year 1, Term 2

- DRAM 119.3
- DRAM 231.3
- DRAM 105.0 (continued)

Year 1, Spring/Summer

- DRAM 211.3

Year 2, Term 1

- DRAM 218.3
- DRAM 210.3
- DRAM 205.0

Year 2, Term 2

- DRAM 219.3
- DRAM 322.3
- DRAM 205.0 (continued)

Year 2, Spring/Summer

- DRAM 310.3

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

Title: Renaming of Cert in Aboriginal Theatre [CAT] Program to wichehtowin Theatre Program [WTP] and Major Program Revisions

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 [X]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

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

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
One major is required on all programs [4 characters for code and 30 characters for description]

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

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

1 Is this a new program? Yes [ ] No [X]

Is an existing program being revised? Yes [ ] No [X]

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

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

3 What is the name of this new program?

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

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

6 Is this a replacement for a current program? Yes [ ] No [ ]

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

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

Section 3: Mobility

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

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

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 [X] 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.

Renaming of Program, Degree, and Major

Current Information:
Program = Cert in Aboriginal Theatre [CAT]
Degee = Cert in Aboriginal Theatre [CAT]
Major = Aboriginal Theatre [ABTH]

Proposed Change:
Program = wichehtowin Theatre Program [WTP for code]
Degree = Cert in wichehtowin Theatre [CWT for code]
Major = wichehtowin Theatre [WITH code]

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

See Section 4: 2. above

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.

No change - remaining as Drama [DRAM]

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

See Section 4: 2. above

ADDITIONAL CHANGES:

- reduce overall requirements from 30 credit units to 21 credit units
- change from a cohort-based program to a course-based program
- reorganize requirements to give students the choice of a performance or technical focus or to choose courses from both areas

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 [X] 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 [X]
Is an existing college, school, center, or department being renamed? Yes [ ] No [X]
Is an existing college, school, center, or department being deleted? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

Section 7: Course Information - Not Applicable

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

2
If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

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

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

If NO, please describe.

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

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - 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

1 How will tuition be assessed?

NO CHANGE - as per current set-up of standard undergraduate per credit

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

* See attached documents for further details

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

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

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

If NO, please describe.

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

12 IPA Additional comments?

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

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

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

6 Do standard cancellation fee rules apply?

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

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

Section 10: Government Loan Information - 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) - Not Applicable

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

1 What is the start term?

201805 [May 2018]

2 Are students required to do anything prior to the above date? Yes [ ] No [X]

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 [X]

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 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses? Yes ☐ No ☐
9 Has the Convocation Coordinator been notified of a new degree? Yes ☐ No ☐
10 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications ☐

OR

b. Fee Review Committee ☐
c. Institutional Planning and Assessment (IPA) ☐
d. Provost's Committee on Integrated Planning (PCIP) ☐
e. Board of Governors ☐
f. Other ☐

SIGNED [signature] DEC 6, 2017

Date: 27 Nov 2017
for Registrar (Russell Isinger):
College / Department Representative(s):
IPA Representative(s):