

AGENDA**2:30 p.m. Thursday, December 20, 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 2018/19 academic year marks the 24th 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 November 22, 2018
4. Business Arising from the Minutes
5. Report of the President
6. Report of the Provost
7. Student Societies
 - 7.1 Report from the USSU
 - 7.2 Report from the GSA
8. Nominations Committee
 - 8.1 Academic Programs Committee (APC) Member and Chair Nomination
9. Academic Programs Committee
 - 9.1 Request for Decision: Certificate in Business

It is recommended that Council approve the nomination of Roy Dobson, College of Pharmacy and Nutrition, to serve on the academic programs committee as a member, and as chair for a term beginning immediately and ending June 30, 2019.

It is recommended that Council approve the degree-level Certificate in Business in the Edwards School of Business, effective May 2019

9.2 Request for Decision: Certificate in Entrepreneurship

It is recommended that Council approve the degree-level Certificate in Entrepreneurship in the Edwards School of Business, effective May 2019

9.3 Request for Decision: Graduate Degree-level certificate in Veterinary Clinical Sciences – Rotating Internship

It is recommended that Council approve the graduate degree-level Certificate in Veterinary Clinical Sciences – Rotating Internship, effective May 2019

9.4 Request for Decision: Graduate Degree-level certificate in Veterinary Clinical Sciences – Specialty Internship

It is recommended that Council approve the graduate degree-level Certificate in Veterinary Clinical Sciences – Specialty Internship, effective May 2019

9.5 Request for Decision: Bachelor of Arts (B.A.) in Archaeology and Anthropology

It is recommended that:

(1) Council approve the Bachelor of Arts (B.A.) in Archaeology and Anthropology, effective May 2019

(2) Council approve the termination of the Bachelor of Arts (B.A.) in Archaeology, effective May 2019

(3) Council approve the termination of the Bachelor of Arts (B.A.) in Anthropology, effective May 2019

9.6 Report for Information: Program Change – College of Engineering increase of credit units for the Bachelor of Science in Engineering (B.E.) in Computer Engineering

9.7 Report for Information: Project-based Master of Arts (M.A.) in Anthropology

10. Governance Committee

10.1 Notice of Motion: Revised Procedures for Student Appeals in Academic Matters

It is recommended that Council approve the revised Procedures for Student Appeals in Academic Matters.

11. Other business

12. Question period

13. Adjournment



Minutes of University Council
2:30 p.m., Thursday, November 22, 2018
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See item 3 Appendix A for the listing of members in attendance.

The acting chair of Council, Dr. Chelsea Willness, called the meeting to order at 2:30 noting that quorum had been reached.

A tribute to honour Dr. Gale Parchoma was presented by Dr. Jay Wilson.

1. Adoption of the agenda

J. Wilson/D'Eon: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

The chair acknowledged that Council meets 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.

A reminder was made those in attendance of the usual protocols for discussion and debate. Voting members should sit in the centre section, with guests on either side.

Members were asked to direct questions to the agenda items throughout the meeting. Questions related only indirectly to agenda topics may be posed during question period.

The chair noted the very full agenda due to the loss of quorum in October, and requested that presentations and questions air on the side of brevity, and that council members stay to the end of the meeting as they are able.

A reminder was provided to Council members that nominations for Council Chair will close on November 28th. Those members who might be interested in the position were invited to put their names forward.

3. Approval of minutes of the meeting of October 25, 2018

The chair noted revisions to the minutes: on page 4 Chernoff made the appeal for quorum. Urquhart will be removed. On page 4 Urquhart made an appeal to move to item 13.1 on the agenda. D'Eon will be removed. On page 5, question period, the last sentence will be revised to a more general level as follows: that "...it will become more difficult to report on gender in a binary way given that at least some people are choosing not to identify as male or female. As one example, the U of S now allows students to identify as "gender variant" or to decline to declare their gender."

Urquhart/Smith: That the minutes of the October 25, 2018 meeting are approved with revisions as noted.

CARRIED4. Business Arising from the Minutes

None.

5. Report of the President

The chair reminded Council members to leave non-report questions until question period.

President Peter Stoicheff provided an update on his recent travels to China. The president indicated that during his trip he met with several donors one-on-one, hosted two alumni events, signed three new agreements with Chinese post-secondary partners, and held meetings with the Consul General. A highlight of the trip was the opportunity to present on *Indigenous Engagement* at Minzu University, a university dedicated to ethnic minorities in China. He acknowledged the increasing awareness of treatment of ethnic minorities in China, indicating that universities can play a positive role in such matters.

The president informed Council of the university's recent participation in the fourth annual "Building Reconciliation Forum," which took place at the University of Victoria (and the first of which was held at USask). The 2019 forum will take place at Agloma University.

6. Report of the Provost

Provost Tony Vannelli informed Council of the office of Institutional Planning and Assessment's ongoing work with deans, executive directors, and senior leaders on 2019/20 plans, budgets and resource allocations. This year, allocations are being made in December, whereas they have previously been made in the spring. The provost indicated that the decisions provide the university, the colleges and schools with the opportunity to achieve the university plan. He also recalled that the 2019/20 Operations Forecast highlights important initiatives that will benefit the whole university.

The provost informed Council of his recent participation in the annual conference of the National Vice-Presidents Academic Council (NATVAC) where the main theme of the conference was the future role of universities in Canada.

There was a round of Q&A contemplating: the university's approach to interdisciplinarity and interprofessional education; reviews of the TABBS model to align with different types of activities such as outreach and engagement and non-tri-Council research funding; and the university's tuition strategy for international graduate students vis the University of Toronto's strategy.

The chair asked that further questions be asked during question period.

7. Student Societies

7.1 Report from the USSU

Rollin Baldhead, president of the USSU provided a report to Council. He indicated that he has been helped by a great executive team in his transition to the new role. Mr. Baldhead acknowledged the leadership of the vice-president student affairs, Rose Wu, in organizing successful community

initiatives for Halloween. He also mentioned vice-president academic Sheldon Moellenbeck's USSU Face-to-Face sessions in Kinesiology and Veterinary Medicine. In addition, he discussed efforts to have an in-house Elder, which will be proposed and piloted in January 2019. Funding from the Saskatoon Tribal Council has been provided to support the initiative.

7.2 Report from the GSA

Edgar Martinez-Soberanes, the GSA vice-president student affairs presented the report to Council. He noted the ongoing work on the student-supervisor agreement, and that the feedback has been useful for increasing awareness of responsibilities and rights of both signing members. He noted plans to participate again in this year's 3M graduate thesis competition. Lastly, the GSA is advocating for members to improve experiences in activities that will assist in personal and professional development.

8. Joint Committee on Chairs and Professorships

Laura Zink, director of strategic research initiatives from the Office of the Vice-President Research presented one item for decision.

8.1 Request for Decision: Western Grains Research Foundation (WGRF) Integrated Agronomy Research Chair

Soltan/Chibbar: *That Council approve the Western Grains Research Foundation (WGRF) Integrated Agronomy Research Chair and recommend to the Board of Governors that the Board authorize the establishment of this chair.*

CARRIED

9. Coordinating Committee

9.1 Report for Information: Notices of Motion from October Council Meeting

The chair of the committee, Dr. Willness presented the information item on notices of motion from the prior meeting in October 2018 as having completed the requirement in the Council bylaws for 10 days' notice. They are therefore presented as decision items at this meeting. The consideration pertains mostly to academic programs committee items.

10. Academic Programs Committee

Dr. Angela Kalinowski, acting chair of the academic programs committee presented six items for decision and six items for information.

10.1 Request for Decision: Admissions Qualification change – Bachelor of Science in Engineering (B.E.) program

Dr. Kalinowski summarized the rationale and process for the development of the request. Questions and discussion considered student supports, the potential implications for the University of Saskatchewan's reputation, and student recruitment.

Elias/Chernoff: *That Council approve the proposed changes to the admissions requirements for the Bachelor of Science in Engineering (B.E.) program, effective the 2019-20 admission cycle*

CARRIED

- 10.2 Request for Decision: Admissions Qualification change – Doctor of Philosophy (Ph.D.) program in Mechanical Engineering

Dr. Kalinowski noted that the intent of this change is to clarify for applicants the requirements for admission, and indicated that this department does not allow direct admission to the Ph.D.

Elias/Chernoff: *That Council approve the proposed changes to the admissions requirements for the Doctor of Philosophy (Ph.D.) program in Mechanical Engineering, effective May 2019*

CARRIED

- 10.3 Request for Decision: Admissions Qualification change – English proficiency requirements for programs in the Johnson Shoyama Graduate School (JSGS) of Public Policy

Dr. Kalinowski noted the request will align English proficiency requirements for JSGS at the University of Saskatchewan and the University of Regina.

Elias/Chernoff: *That Council approve the proposed changes English proficiency requirements for programs in JSGS, effective May 2019*

CARRIED

- 10.4 Request for Decision: New project-based Master of Science (M.Sc.) in Field Epidemiology

There was a discussion about the name “field epidemiology.”

Elias/Chernoff: *That Council approve the new project-based Master of Science (M.Sc.) in Field Epidemiology, effective May 2019.*

CARRIED

- 10.5 Request for Decision: International Dental Degree Program (IDDP)

Elias/Chernoff: *That Council approve the International Dental Degree Program (IDDP) in the College of Dentistry, effective May 2019.*

CARRIED

- 10.6 Request for Decision: Bachelor of Science, Dentistry (B.Sc.(DENT))

The tuition rate was provided by the Dean of Dentistry in response to a question.

Elias/Chernoff: *That Council approve the Bachelor of Science, Dentistry (B.Sc. (DENT)) in the College of Dentistry, effective May 2019.*

CARRIED

Dr. Kalinowski presented six reports for information, summarizing each briefly and then allowing for questions on each.

- 10.7 Report for Information: Combined Pharm D./MBA program

Dr. Kalinowski reported that the new Pharm D./MBA was approved by APC on October 24, 2018. The combined program will allow students to complete the requirements for both degrees in four years instead of five, with most of the MBA being delivered in the spring and summer terms.

- 10.8 Report for Information: Program change - College of Engineering reduction of credit units for the Bachelor of Science in Engineering (B.E.) in Mechanical Engineering

Dr. Kalinowski reported that at its meeting on October 24, 2018, APC approved the reduction of credit units in the B.E. in Mechanical Engineering to align with other programs in Canada.

- 10.9 Report for Information: Termination of the minor in Philosophy, Science, and Technology in the College of Arts and Science

Dr. Kalinowski reported that at its meeting on November 7, 2018, APC approved this termination on the recommendation of the College of Arts & Science's Faculty Council.

- 10.10 Report for Information: Arts and Sciences degree-level certificates

Dr. Kalinowski reported that on November 7, 2018, APC approved degree-level certificates in Biological Research, Computing, Politics and Law, and Study of Indigenous Storytelling.

- 10.11 Report for Information: Termination of the Degree-level Certificate in Applied and Professional Ethics

Dr. Kalinowski reported that at its meeting of September 12, 2018, APC approved the deletion of this degree-level certificate, stating that there has been limited enrolment since it was approved in January 2015.

- 10.12 Report for Information: Report on Diversity and Social Accountability Admissions Program (DSAAP) in the College of Medicine

Dr. Kalinowski indicated that APC received the DSAAP report at its meeting on October 24, 2018, noting the committee was pleased to see the high volume of applications being received under the program.

Questions were posed and discussed regarding the evaluation of the DSAAP program. Dr. Marcel D'Eon expressed concern that the DSAAP has not been well evaluated and there are plans for expansion. Dr. D'Eon requested his concerns be captured for the record, per below.

- What are the outcomes that we hope to achieve through this program and how have they been evaluated?
- How do we know that the MMI results of the DSAAP students were higher (and their academic components lower)?
- What statistical tests were applied and what were the results, including the effect sizes?
- What is the predictive validity of our MMI for high empathy in medical practice?
- How is the med school class of 2022 different as a result of the DSAAP?

- Do we have comparative data with and without the DSAAP students?
- What are the characteristics of the 6 med school applicants who were not admitted as a result of the DSAAP and how do they compare to those 6 who were admitted?
- If we are completely confident that anyone who meets the minimum requirements for entrance to med school will go on to become an excellent physician why do we rank the applicants at all?
- And finally, one of my favourite, in what ways are non-academic skills and behaviours tested in the MMI such as communications, ethical judgement, empathy, and value-driven decision-making “non-cognitive”? (D’Eon, personal correspondence, November 19, 2018)

Dr. Barry Ziola, professor, pathology and laboratory medicine, responded to the questions, reiterating key outcomes from the inaugural year of the program that were identified in the report. He reported that the College of Medicine’s admissions committee has started in-camera discussions regarding the outcomes of the DSAAP and the implications for the future of the college and for healthcare in Saskatchewan. The admissions committee will make a determination on the ongoing use of the program following the availability of outcomes reports. Dr. Ziola recalled that the program was approved by the college’s Faculty Council, as well as Senate and University Council. He also stated that only aggregate data was presented in the report, and that the numbers were too small for statistical analysis therefore only trends were reported. He declined to respond to the question on cognitive vs. non-cognitive skills.

The chair of Council requested that further discussion on the item be revisited during question period.

11. Nominations Committee

Dr. Stephen Urquhart, vice chair of the nominations committee, presented the requests for decision.

11.1 Request for Decision: Promotions Appeal Panel member nomination

The chair called three times for nominations from the floor.

Urquhart/Squires: That Council approve the nomination of Nancy Gyurscik, College of Kinesiology to the promotions appeal panel effective immediately and continuing until June 30, 2019.

CARRIED

11.2 Request for Decision: Joint Committee on Chairs and Professorships (JCCP) member nomination

The chair called three times for nominations from the floor.

Urquhart/Squires: That Council approve the nomination of Jafar Soltan, Department of Chemical and Biological Engineering, to serve on the joint committee on chairs and professorships effective immediately and continuing until June 30, 2019.

CARRIED

12. Governance Committee

Dr. Jay Wilson, chair of the governance committee, presented three decision items and one request for input from Council members. Dr. Wilson indicated these requests are part of regular renewal of faculty council bylaws that the governance committee requests of colleges and schools in order to ensure appropriate representation of stakeholders on those councils.

12.1 Request for Decision: Governance Committee Terms of Reference

Wilson/Crowe: *That Council approve the changes to the terms of reference of the governance committee to include an undergraduate student member and a graduate student member as ex officio non-voting members.*

CARRIED

12.2 Request for Decision: School of Rehabilitation Science Faculty Council Membership

Wilson/Crowe: *That Council approve the membership changes to the Faculty Council of the School of Rehabilitation Science to add a representative of the Saskatchewan Society of Occupational Therapists (SSOT) and a representative of the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA) as non-voting members, effective immediately.*

CARRIED

12.3 Request for Decision: College of Arts and Science Faculty Council Membership

Wilson/Crowe: *That Council approve the membership changes to the Faculty Council of the College of Arts and Science as shown in the attachment.*

CARRIED

12.4 Request for Input: Procedures on Student Appeals in Academic Matters

Dr. Wilson presented the draft revised procedures and summarized the process that was undertaken for their review. He requested that feedback be provided to Jacquie Thomarat, who supports the governance committee. Once feedback is received and incorporated into the document, the revised procedures will be presented to Council for approval (action items, Table 1).

13. Planning and Priorities Committee

13.1 Report for Information: *Discovery the World Needs: University of Saskatchewan's Research Plan (2018-2025)*

Dr. Dirk de Boer, chair of the planning and priorities committee, introduced Dr. Karen Chad, vice-president research, to present the university's *Strategic Research Plan*. Dr. Chad provided an overview of the history and context for the development of the plan, and highlighted the four research commitments: to build institutional fortitude, uplift Indigenization, invigorate our health cluster, and embolden our strengths. Each commitment will focus on three goals, and progress toward accomplishing those goals will be marked by guideposts for each commitment.

There was a round of questions and discussion considering: the growth of the university's research mission over the last 20 years, and renewal of faculty over the last 10 years; word choice of "institutional fortitude" vis goal of aligning structures, and "discovery the world needs"; measuring

progress on the signature areas of research; and, Indigenous student participation in the university's efforts toward decolonization and reconciliation.

13.2 Report for Information: 2019-2020 Operations Forecast

Dr. de Boer presented the 2019/20 Operations Forecast to Council on behalf of the committee, and opened the floor for questions.

14. Other business

The chair introduced Dr. Jacquie Thomarat, Associate University Secretary, Academic Governance, to University Council, noting that this was her second meeting and that she had started in the role as Sandra Calver's replacement on October 15, 2018.

15. Question period

The chair thanked those who held their questions to this point in the meeting. The questions raised under items 6.0 and 10.12 were reiterated and there was a brief discussion.

16. Adjournment

Urquhart/J. Wilson: The meeting was adjourned at 4:20pm.

Table 1. Action items

Page and note	Date	Item	Person
p. 7, item 12.4	22/11/2018	Governance committee to present for approval to Council the revised procedures on student appeals in academic matters	Dr. Jay Wilson

Voting Participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Andraos, John	R	A	A							
Albert, Mike	P	A	A							
Basinger, Jim	P	A	P							
Bell, Scott	R	R	R							
Blakley, Jill	R	P	R							
Bonham-Smith, Peta	A	P	P							
Brook, Ryan	P	P	A							
Brothwell, Doug	P	P	P							
Bruni-Bossio, Vince	P	P	P							
Buhr, Mary	P	P	R							
Card, Claire	P	A	A							
Carter, Mark	P	A	P							
Chernoff, Egan	P	P	P							
Chibbar, Ravindra	P	P	P							
Crowe, Trever	P	P	P							
De Boer, Dirk	P	P	P							
D'Eon, Marcel	R	P	P							
Deters, Ralph	P	P	P							
Detmer, Susan	R	R	R							
Dick, Rainer	P	R	P							
Dierker, Meaghan	A	A	A							
Dobson, Roy	P	P	R							
Downe, Pamela	P	P	R							
Elias, Lorin	P	P	P							
Engler-Stringer, Rachel	P	P	R							
Eskiw, Christopher	P	P	A							
Flynn, Kevin	R	R	R							
Fotouhi, Reza	P	A	P							
Freeman, Douglas	R	P	R							
Gabriel, Andrew	P	A	A							
Gillis, Glen	R	P	P							
Gjevre, John	P	P	P							
Goodridge, Donna	A	P	R							
Grosvenor, Andrew	P	P	P							
Gyurcsik, Nancy	P	P	P							
Han, Yifan	P	R	R							
Harrison, William	A	A	A							
Henry, Carol	P	R	P							
Jamali, Nadeem	P	P	P							
Jensen, Gordon	P	R	P							
Jones, Paul	R	R	A							
Just, Melissa	P	P	P							
Kalra, Jay	P	P	P							
Kelly, Timothy	P	P	P							
Khandelwal, Ramji	P	P	P							
Klassen, Lauren	A	A	A							
Ko, Seok-Bum	R	R	P							
Koh-Steadman, Noah	A	A	A							
Kresta, Suzanne	A	P	P							
Krol, Ed	P	P	R							
Kumaran, Arul	A	P	P							
Lamb, Eric	R	P	R							
Lane, Jeffrey	P	A	P							
Langhorst, Barbara	P	R	R							
Lemisko, Lynn	R	R	R							
London, Chad	P	P	P							
Luke, Iain	R	A	A							
Macfarlane, Cal	A	A	A							

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
MacLean, Jason	P	R	R							
Manley-Tannis, Richard	A	P	P							
Martinez-Soberanes, Edgar	P	P	P							
Mousseau, Darrell	P	A	P							
Munoz, Carlos	P	P	R							
Murphy, JoAnn	P	P	R							
Newman, Kagen	A	A	A							
Papagerakis, Petros	P	P	P							
Phillips, Peter	R	A	P							
Phillipson, Martin	P	R	P							
Pocha, Sheila	A	P	P							
Poettcker, Grant	A	A	A							
Prytula, Michelle	R	A	R							
Racine, Louise	P	R	P							
Risling, Tracie	P	P	P							
Sarty, Gordon	P	P	P							
Saxena, Anurag	R	R	R							
Shevyakov, Alexey	R	R	R							
Simons, Gabe	R	A	R							
Smith, Charles	P	P	R							
Smith, Preston	P	P	A							
Smith, Martha	P	P	P							
Solose, Kathleen	P	P	P							
Soltan, Jafar	R	P	P							
Spurr, Shelley	P	P	R							
Stoicheff, Peter	P	P	P							
Squires, Vicki	P	R	P							
Swidrovich, Jaris	P	P	P							
Thompson, Emma	A	A	A							
Tzeng, Huey-Ming	A	A	A							
Urquhart, Stephen	P	P	P							
Vannelli, Tony	P	P	P							
Vassileva, Julita	P	P	P							
Waldner, Cheryl	P	P	P							
Walker, Keith	P	R	P							
Walker, Ryan	R	R	R							
Wallace, Alexa	A	A	A							
Wasan, Kishor	P	P	P							
Willenborg, Christian	P	P	R							
Willness, Chelsea	P	P	P							
Willoughby, Keith	R	P	R							
Wilson, Jay	P	P	P							
Wilson, Ken	P	P	P							
Wilson, Lee	P	R	P							
Woods, Phil	P	P	P							
Wotherspoon, Terry	R	R	P							
Wurzer, Greg	P	P	P							
Zello, Gordon	P	P	P							
Zhang, Chris	R	P	A							

COUNCIL ATTENDANCE 2017-18

Non-voting participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Baldhead, Rollin	N/A	P	P							
Bilson, Beth	P	P	P							
Chad, Karen	P	P	P							
Fowler, Greg	A	A	A							
Gough, Rhonda	P	P	P							
Isinger, Russell	P	P	P							
Kobes, Brent	R	P	A							
McDougall, Patricia	P	P	P							
Moellenbeck, Sheldon	P	A	P							
Morrison, Karen	P	P	P							
Pozega Osburn, Debra	R	R	R							
Sahtout, Naheda	P	P	R							
Still, Carl	P	A	A							

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL December 2018

Showcasing Indigenous Athletes

I was honoured to be able to participate in the unveiling of a new display in the College of Kinesiology honouring Indigenous athlete success in Saskatchewan.

The display was the result of a partnership with the Saskatchewan Sports Hall of Fame for the College of Kinesiology to become a satellite site to house personal biographies, photos, videos and artifacts of nine Indigenous athletes that have been inducted into the Saskatchewan Sports Hall of Fame.

The partnership provides an opportunity to reflect our place on Treaty 6 territory and the traditional homeland of the Métis and is a direct response to the Truth and Reconciliation Commission's Call to Action (# 87):

We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

The first nine honourees are:

- Fred Sasakamoose (the first Indigenous player to play in the National Hockey League)
- Jacqueline Lavallee (former Huskie women's basketball player and national team member)
- Bryan Trottier (six-time Stanley Cup champion and Hockey Hall of Fame member)
- Claude Petit (four-time Edmonton Golden Gloves winner and Order of Canada'98)
- Paul Acoose (defeated the celebrated runner Tom Longboat in a 12 mile race in Toronto)
- Tony Cote (instrumental in the organization of the inaugural Saskatchewan First Nations Summer Games (SFNSG))
- Jim Neilson (1023 regular season NHL games to his name, tallying 69 goals and 299 assists, and earning the NHL's Milestone Award for playing in 1000 regular season games)
- Alexander Decoteau (won the 1910 Fort Saskatchewan ten-mile race and competed in the 1912 Stockholm Olympic Games)
- David Greyeyes (outstanding soccer player, was member of the Canadian Team that won the Overseas Army Championship)

Completion of Chancellor Romanow's Term

As many Council members will know, it was announced earlier this month that, following the completion of his three-year term as chancellor on June 30, 2019 at the University of Saskatchewan, Roy Romanow will step down from the position he has held since 2016.

Mr. Romanow has had a long political career that began in 1967 when he was first elected to the Saskatchewan Legislature. From 1971 to 1982 he served as Deputy Premier and Attorney General of Saskatchewan. He played a key role in the federal-provincial negotiations that resulted in the Constitution Act 1982, which includes the Canadian Charter of Rights and Freedoms. In 1987, he became the Leader of the Opposition and served in this role until 1991. He then served as Premier of Saskatchewan from 1991 to 2001.

After his tenure as premier, Mr. Romanow was appointed by then Prime Minister Jean Chrétien in 2001 to head the Royal Commission on the Future of Health Care in Canada, which resulted in a final report titled Building on Values. He is an officer of the Order of Canada and was awarded the Saskatchewan Order of Merit. In 2004, he became a member of the federal Privy Council through a five-year appointment to Canada's Security Intelligence Review Committee.

It has been an honour to have Mr. Romanow, an individual of immense national stature, serve our institution as Chancellor. I have greatly enjoyed working with him and advancing key institutional priorities over the last number of years, including launching our university plan during his tenure. I know he will continue to be a proud ambassador for our university and a shining example of what it means to be a graduate of our great institution.

The search for USask's next chancellor will begin shortly. Duties of the USask chancellor include presiding over university convocation ceremonies, conferring degrees, chairing University Senate and serving as a voting member of the Board of Governors. The deadline for nominations for the position of chancellor is February 28, 2019. The nomination committee will then take forward a recommendation to the April 27, 2019 meeting of University Senate.

U15 – Our Place in the Post-Secondary Landscape

Council members will often hear me and others make references to the U15, the importance of it to USask and how we compare to our U15 peer institutions. Although we have been a member of the U15 for almost 10 years now, I wanted to take the opportunity in this report to draw attention to its mandate and its work for those that may not be familiar with the details of the organization.

The U15 Group of Canadian Research Universities is a collective of Canada's most research-intensive universities. Although each institution advances its own research and education mandate, The U15 Directorate works for the collective interest of all its members. They foster the development and delivery of long-term, sustainable higher education and research policy, in Canada and around the world.

Together, U15 universities:

- undertake 80 percent of all competitive university research in Canada;
- conduct \$8.5 billion of research annually;

- contribute more than \$36 billion to the Canadian economy each year;
- produce more than 75 percent of all doctorates awarded in Canada;
- receive 79 percent of all competitively allocated research funding in Canada; and
- hold 85 percent of Canadian university technology licences and 81 percent of Canadian university patents.

The U15's role is to foster a research environment where universities can continue to drive this ground-breaking research. They do this by:

- championing the benefits of university-based research excellence;
- working with federal policy makers to improve conditions for fundamental research;
- producing high-impact data products and analysis regarding university research for internal and external audiences;
- connecting leading experts from all fields to those seeking expertise for public policy or news;
- fostering research collaborations with industry, the public sector, government and other partners; and
- participating in the Global Network of research-intensive university organizations to advance university research on the world stage.

We are proud members of the U15 and will continue to work through and with them to enhance the University of Saskatchewan.



Provost's Report to Council

December 2018

GENERAL REMARKS

Planning, Resource Allocations and Budgeting at the University of Saskatchewan in 2019-20

The past Fall term has been a whirlwind of activity on university planning leading us into 2019-20 academic year. As Provost, it is important for me to see what is happening on the ground to assure our success and to be present with you as we now have planning and budgeting aligning. To this end, I have spent hours working with the President, other Vice Presidents, my Vice Provosts, Deans, School Executive Directors and other leaders to best understand and continue to move the University of Saskatchewan forward over the next several years. The best part has been meeting leaders, faculty, staff and students to see what we can be. Leaders can only lead when planning and implementation are transparent and clearly communicated to all. It is always reassuring to me to see Colleges and departments moving forward on exciting initiatives while dealing with the challenges to get them there.

Similarly, I want to be clear to Council on resource allocations process that we are using to support our activities next year. We are finalizing resource allocation in **two parts**. First, initial allocations are being made to Colleges, Schools, VP envelopes, Support Centres this week and finalized in budgets by mid-January 2019. Second, final allocations are made to the same units after the announcement of the provincial budget in March 2019.

This approach is meant to be prudent so that I can place most of the available resources in the leaders' hands earlier while we finalize these allocations after the government's budget decisions in March 2019. All senior leaders are working on five-year plans and budgets involving academic programming, research and scholarship initiatives and planned fundraising among many strong emerging plans. Most important, we are aligning our efforts to achieve this in a very difficult fiscal environment.

Throughout, the Winter term months in 2019 I will use Council Committees and Council to share the details of these plans.

I am extremely pleased as 2018 comes to close of how hard everyone, faculty, staff and students, have worked to make this plan come alive. I always believe leadership is more effective in a "collective" way, when faculty, staff and students are all engaged to make this university the best that it can be.

I wish everyone here, your family and friends, the very best during the holiday season. I look forward to seeing you back in January.



INSTITUTIONAL PLANNING AND ASSESSMENT

All colleges and schools have completed a planning goal summary using the IPA template and several colleges have also completed their formal plans for public release. Support centre plans have been deferred to January 2019 to allow support centres time to review the college and school plans and align their goals. This goal alignment will include establishing several cross-functional support teams to identify and support common cross-unit initiatives.

In November and early December we completed resource allocation reviews with colleges and schools where preliminary decisions were finalized. Allocations will be communicated to colleges and schools before the December break and will be presented to the Board of Governors in March 2019. Final reviews and adjustments will be made in April following the provincial budget announcement and the finalization of USask's 2018-19 tuition data.

COLLEGES AND SCHOOLS

Pharmacy and Nutrition

The College of Pharmacy and Nutrition has received approximately \$300,000 from the First Nations and Inuit Branch of the Federal Government to establish a dietitian call centre to support the nutritional needs of Indigenous communities in Saskatchewan. This centre is the first of its kind in Canada and is part of the *Eat Well Saskatchewan Program*.

USSU Report to University Council

December 20, 2018

Thanks to a Byelection in October the USSU once again has a high level of stability in its Executive with the election of now President Rollin Baldhead. The new Executive is working very effectively as a team and will continue to do so as they unfold their initiatives for the remainder of their terms. The USSU had its Annual General Meeting on November 22nd at which the auditors reported that we are in a strong financial position both in terms of day-to-day operating expenses and the infrastructure fund. This latter piece is particularly important since the withdrawal of the Campus Computer store necessitated us seeking new tenants for Lower Place Riel. We are currently sub-dividing the space into three and I'm pleased to report that two of them are rented – one to Campus Vision, an optometric store, and one to Wireless Age which will move from across the food court to a new and more visible location. We are still seeking a third tenant. I am also happy to report that our health and dental plan is working extremely effectively for students, as is U-Pass. We will be meeting in the New Year to continue planning with both organizations. In the New Year the Executive will be working on a number of initiatives. Coming up are Campus Club Week, Rink in the Bowl, Know Your Rights, Undergraduate Project Symposium, Experience in Excellence, among many others. I am continuing to work on securing an Elder in Residence for the USSU, in keeping with the University's Indigenization agenda, but this Elder will be mandate to work as much with non-Indigenous and International students as with Indigenous undergraduates. Please feel free to contact me at 306-966-6965 or president@ussu.ca.



University of Saskatchewan Graduate Students' Association
University Council Report – December 2018

On behalf of the GSA Executive and GSA Staff, we would like to extend our warmest wishes to Council members for a wonderful holiday season. We look forward to the 2019 year as we continue to collaborate with University Council and Council Committees, to enhance the academic experience of our graduate students and prepare them to be future leaders.

In this report, we would like to highlight the following.

(1) Implied Status

On October 13, 2018, the University implemented a change in policy that affects international students. This change would prevent international students from continuing to work on campus should their study permit have expired, and their new study permit not arrived. While the Immigration and Refugee Protection Regulation 189 implies that international students under implied status are legally entitled to work, employers are permitted to make decisions that dictate otherwise.

This is a concerning change, as it creates added financial stress for our international students. As we move towards transparency and the need to base our decisions on a consultative process, this change followed neither. We hope that we can work together to ease the stress that our international students constantly face.

(2) Graduate Student Achievement Events

As the winter term approaches, the GSA is once again happy to be in the planning stages of the Graduate Student Research Conference, the Three-Minute Thesis Competition and the Graduate Student Awards Gala. These events are the gateway to ensuring our graduate students have opportunities to practice presenting their research to a broad audience, network with other graduate students across many disciplines and be a part of a cohesive graduate student community. We end the year with the Awards Gala to honor and celebrate our graduate students, the efforts they have done throughout the year and the outstanding dedication they have shown towards their academics and their future.

(3) Graduate Student Participation on the Board of Governors

On October 20, 2018, the GSA brought forth to University Senate the following motion;

It is recommended that Senate 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 to 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.*

Senate, by majority vote, approved the motion. This is a step in the right direction and indicates that both the University community and the community at large support in principle the need for graduate student participation on the Board of Governors. Graduate students would bring forth perspectives and views that would ensure a well-rounded and diverse discussion. As graduate students are teachers, mentors, researchers and students, our views and perspectives would be an asset and should be a welcomed addition to the Board of Governors. We will continue our pursuit of graduate student participation on the Board and hope to have a wholesome discussion with the Board on how this could look like.

May the Holiday Season bring happiness and joy to you and your loved ones. We wish you peace, health, happiness, and prosperity in the coming New Year.

AGENDA ITEM NO: 8.1**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

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

DATE OF MEETING: December 20, 2018

SUBJECT: Academic Programs Committee (APC) Member and Chair
Nomination

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Roy Dobson, College of Pharmacy and Nutrition, to serve on the APC as a member and chair effective immediately and continuing until June 30, 2019.

DISCUSSION SUMMARY

Due to the resignation from ACP of Ken Fox, a GAA member and chair, a new chair is required.

ATTACHMENT(S):

1. APC Terms of reference
2. APC membership

I. ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One sessional lecturer

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

Ex Officio

Vice-Provost Teaching and Learning

The University Registrar and Director of Student Services

The Vice-president (Finance & Resources) or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

The Director of Enrolment and Student Affairs

The Director of Institutional Planning

The Director of Budget Planning

Administrative Support

The Office of the University Secretary

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.

- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

ACADEMIC PROGRAMS COMMITTEE

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

Council Members

Roy Dobson	Pharmacy & Nutrition	June 2019
Ryan Brook	Animal and Poultry Science	2021
Egan Chernoff	Curriculum Studies	2021
Lorin Elias	Psychology	2021
Susan Detmer	Veterinary Pathology	2020
Kathleen Solose	Music	2019
Shelley Spurr	Nursing	2020

General Academic Assembly Members

Michael Cottrell	Educational Administration	2020
Ken Fox (chair)	Accounting	2019
Angela Kalinowski	History	2020
Longhai Li	Mathematics and Statistics	2019
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy	2021

Sessional Lecturer

Barbara Mills Wotherspoon	Educational Foundations	2019
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Other Members

Patti McDougall	(Provost Designate) Vice-Provost, Teaching, Learning, and Student Experience (ex officio)
Russell Isinger	University Registrar (ex officio)
Lucy Vuong	(VP Finance designate) FSD – Budget and Special Projects (ex officio)
Sheldon Moellenbeck	USSU designate
Edgar Martinez-Soberanes	GSA designate

Resource Members

Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management
John Rigby	Associate Provost, Institutional Planning and Assessment
CeCe Baptiste	Financial Analyst, Institutional Planning and Assessment
Amanda Storey	Committee Secretary – Office of the University Secretary

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: Degree-level Certificate in Business

DECISION REQUESTED: *It is recommended:*

That Council approve the degree-level Certificate in Business in the Edwards School of Business, effective May 2019.

PURPOSE:

University Council is responsible for the approval of degree-level certificates for when an approved template does not exist.

DISCUSSION SUMMARY:

The Edwards School of Business proposed a degree-level Certificate in Business which will replace the current non-degree level Business Administration Certificate (BAC). This program would refresh the curriculum in response to a rapidly changing business environments.

The new 24-credit unit program will introduce students to the fundamentals of business and business strategy. The certificate utilizes existing COMM courses and will be open both to students in other programs at the University of Saskatchewan or to students who wish to complete the certificate as a stand-alone program. Courses for this program will be offered both in person and online and during normal hours, as well as evenings.

The non-degree BAC will be terminated. Responsibility for the termination of non-degree level certificates rests with the Provost.

The Academic Programs Committee reviewed the proposal for this certificate program at its November 28, 2018 meeting and recommends that Council approve it. The committee noted that the admissions requirements for the certificate program does not align with the admissions requirements for degree programming in the Edwards School of Business. The committee recognizes that this allows the certificate program

to be accessible to students who are coming from non-traditional backgrounds, yet cautions that this might prevent some certificate students from laddering into a degree programs without upgrading some courses that are requirements for admission.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval through the Tuition and Fees Authorization Policy.

ATTACHMENT:

1. Proposal for the Certificate in Business in the Edwards School of Business

November 14, 2018

Amanda Storey, Committee Secretary
Academic Programs Committee
c/o Office of the University Secretary
University of Saskatchewan
E290 Peter MacKinnon Building, 105 Administration Place
Saskatoon SK S7N 5A2

Re: Certificate in Business

Dear Academic Programs Committee:

On October 19, 2018, the Edwards School of Business Faculty Council approved the motion to create a degree-level Certificate in Business to replace the current Business Administration Certificate. This new undergraduate degree-level certificate will allow students who are not pursuing a Bachelor of Commerce degree an opportunity to obtain a business certification with a focus on business, either alongside an undergraduate degree from another college or as a stand-alone option.

The creation of this new certificate involves the termination of the existing non-degree level Business Administration Certificate (BAC), which has seen a decline in enrolment over the last several years. The University of Saskatchewan's academic governance rules prescribe different approval routes for degree and non-degree level programming. As such, we request approval from the Academic Programs Committee for the proposed new degree-level Certificate in Business, while the termination of our BAC program will require approval from the Provost's Office. Please accept this proposal document as a formal request to approve both curricular changes.

Thank you for your consideration.

Sincerely,



Noreen Mahoney
Associate Dean, Students & Degree Programs
Edwards School of Business

 UNIVERSITY OF SASKATCHEWAN	<u>Proposal for Academic or Curricular Change</u>
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PROPOSAL IDENTIFICATION

Title of proposal: Undergraduate Certificate in Business

Degree(s): Undergraduate Certificate in Business

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: Edwards School of Business

Contact person(s) (name, telephone, fax, e-mail): Noreen Mahoney
Associate Dean, Students & Degree Programs
(e) mahoney@edwards.usask.ca
(t) 306-966-4785
(f) 306-966-5408

Proposed date of implementation: September 2019

Proposal Document

MOTIVATION AND SUPPORT

The Edwards School of Business currently offers the Business Administration Certificate (BAC), a part-time evening business program offered primarily to full-time working professionals in their 30s and 40s who are looking to gain some business knowledge in order to advance in their career. The BAC program has seen a decline in enrolment over the last several years. Survey results, consultations with our colleagues in other colleges, and labour demand publications demonstrate a demand for business certificate and/or management programming, but indicate a need to increase accessibility to courses and raise awareness of the program. As our University has recently received AACSB accreditation, Edwards wants to give more students on campus the opportunity to learn from our internationally recognized business faculty.

The most recent review of the BAC program occurred in 1995; declining enrollment in the program suggests the need for a review. The proposed programming would refresh the curriculum in a response to the quickly changing business environment while allowing more students the opportunity to supplement their undergraduate degree with a business certificate.

CURRENT EMPLOYMENT TRENDS AND WORKPLACE DEMANDS

The Government of Saskatchewan's 2017 Saskatchewan Labour Demand Outlook for 2017-2021 indicated that 44% of job openings in the next five years will be for occupations in sales and service; business, finance and administration; and management (p. 2). Graduates entering into these jobs or looking to advance in their current careers will need certain skills in order to be employable and competitive in the job market. The Conference Board of Canada's (n.d.) report on employability skills outlines "the skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as part of a team" (p. 1). The report stresses communication, the ability to use numbers, problem solving, adaptability, continuous learning, the ability to work well with others, and the ability to participate in projects and tasks as some of the skills necessary for success. Business courses encourage development in all of these areas, as students are required to work together to solve problems and complete projects. By creating an interdisciplinary classroom, students will learn how to work with peers from other disciplines, preparing them for a dynamic workplace.

ACADEMIC JUSTIFICATION

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

The Edwards School of Business currently offers the Business Administration Certificate (BAC), a part-time evening business program offered primarily to full-time working professionals in their 30s and 40s who are looking to gain some business knowledge in order to advance in their career. The BAC program has seen a decline in enrolment over the last several years. Student survey results, consultations with our colleagues in other colleges, and labour demand publications demonstrate a demand for business certificate and/or management programming, but the Edwards School sees a need to increase accessibility to courses and raise awareness of the program. The most recent review of the BAC program occurred in 1995; declining enrolment in the program suggests the need for a review. The proposed programming would refresh the curriculum in a response to the quickly changing business environment while allowing more students the opportunity to supplement their undergraduate degree with a business certificate.

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

The Edwards School of Business develops business professionals to build nations. As our university has recently received AACSB accreditation, Edwards wants to provide more students on campus the opportunity to learn from our internationally recognized business faculty.

This proposed program responds to the University Plan 2025 (n.d.). The proposed program encourages creativity, diversity, and connectivity. The proposed structure of this program will bring together students from all academic programs, promoting interdisciplinary collaboration, diversity, and connectivity. It is important for students to have the opportunity to take offerings from colleges other than their own so they are exposed to different ways of thinking. The proposed programming will be more accessible than the BAC program, allowing students the flexibility to pursue business as an area of study. Students will still have access to evening courses in the time slots they are familiar with and

Edwards will work to provide students with the same opportunities to pursue the program as a cohort as they have previously done by limiting enrolment in these evening sections.

The 2016 Census shows that Saskatchewan's population of self-identified Aboriginals was 16.3% of the total population; 42.5% of the total Aboriginal population being under the age of 19 (Government of Saskatchewan, 2017). These numbers indicate that more young Aboriginal peoples will be entering the work force in the coming years. The Edwards School of Business seeks to include Indigenous content throughout the curriculum as appropriate in an effort to prepare all of our students for this changing workforce. Students in the Certificate in Business will have the opportunity to take COMM 347: Aboriginal Business in Canada as an elective in the program. All Indigenous students in Edwards have access to a number of supports and services including, but not limited to, access to our Rawlinson Centre for Aboriginal Business Students, tutor and co-curricular funding, and our bi-weekly bannock chats.

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

The proposed Certificate in Business will target two types of students:

- Mature Students – As a replacement to the Business Administration Certificate, this program will continue to be marketed toward mature full-time working professionals; and
- Students pursuing undergraduate degrees in other Colleges who wish to complement their studies with business classes.

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

In an environmental scan of Canadian institutions, many institutions offered a certificate in business/management/administration as a stand-alone option, often through their Distance or Continuing Education divisions. These programs range from 5-10 courses, could be completed full-time or part-time, and can often be finished in 1-3 years. With the plan to have this program offered via distance education or blended-learning opportunities, this program should appeal to students in Saskatchewan who do not currently have courses in business available to them.

DIRECT-ENTRY ADMISSIONS

High School Admission (receive less than 18 credit units of transferable post-secondary)

1. Grade 12 standing or equivalent;
2. Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 is recommended, but not required. Students intending on transferring to the B.Comm. program will need to meet B.Comm. admission requirements;
3. Required grade average- High school students or graduates must meet the minimum 5-subject admission average of 70%; and
4. English proficiency. If your first language is not English, you may have to prove proficiency in English before admission.

Transfer Admission - Post-secondary (if you receive 18 credit units or more transferable post-secondary)

1. Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required. Students intending on transferring to the B.Comm. program will need to meet B.Comm. admission requirements;
2. Meet the minimum university transfer entrance average of 60%;
3. English proficiency. If your first language is not English, you may have to prove proficiency in English before admission.

Mature Admission

1. Applicants must be 21 years of age by the first day of classes;
2. Less than 18 credit units of transferable university-level course work;
3. English proficiency. If your first language is not English, you may have to prove proficiency in English before admission; and
4. Applicants applying for mature admission will be required to submit a résumé and cover letter.

DESCRIPTION OF THE PROGRAM

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

Students who complete a Certificate in Business will be expected to:

- Understand basic business principles;
- Be effective contributors to team performance;
- Incorporate ethical considerations into decision making and intended actions; and
- Be effective decision makers and problem solvers.

The required courses in the Certificate in Business will expose students to business basics, giving students the skills they need to work in and contribute to a professional business setting. Ethical decision making is a concept that is weaved throughout the undergraduate business curriculum. Many undergraduate business courses require students to participate in group assignments and/or projects, giving students hands-on experience in how to work effectively as a member of a team. Commerce courses often see student enrolment from multiple disciplines, giving students the opportunity to work with students from different academic backgrounds who think in different ways. COMM 306: Ethics and Strategic Decision Making introduces students to strategic management and ethical frameworks that will assist them in understanding the impact these forces have upon organizational decision making. The capstone course, COMM 401: Business Strategy, focuses on the functions and responsibilities of senior management, emphasizing critical thinking skills through the use of real-life situations. Students in this course must critically examine unstructured information, analyze the data, make recommendations orally and/or in written form, and defend these.

Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Modes of delivery. At implementation, students will have access to existing on-campus Commerce course offerings. Edwards will collaborate with stakeholder colleges to offer class sections that complement the core requirements of students' academic schedules to ensure that flexibility allows greater access to programming. The School is currently working to offer courses online and in other formats, such as blended-learning offerings. The goal is to offer students the option to pursue the program in a way that is convenient and accessible to them while maintaining the integrity of the offerings and creating opportunities where collaboration is encouraged among students.

Experiential learning opportunities. The capstone course for this certificate program, COMM 401: Business Strategy, teaches students critical thinking skills which they will get to apply to real-life situations. Students will work in groups to formulate a business strategy to address the situation, presenting and defending their final project to the class.

General teaching philosophy. The mission of the Edwards School of Business is to develop business professionals to build nations. The school wishes to extend its reach and provide those students not seeking a Bachelor of Commerce degree access to business programming, an opportunity to benefit from our scholars, and the skills they need to succeed in a quickly changing workforce. Edwards believes that experiential learning opportunities are incredibly valuable to students who wish to gain real-world and applicable experience that is not always gained in a traditional classroom setting. As such, we offer a variety of experiential learning classes and initiatives to enable students to reach their full potential and learn beyond the classroom.

Provide an overview of the curriculum mapping

The courses selected to be a part of the Certificate in Business are designed to give students a general introduction to business and equip them with the skills they need to succeed in a business setting. The courses address the learning goals of the Certificate as well as those outlined in the University Learning Charter.

Business Certificate Courses	Be effective contributors to team performance		Understand basic business principles, enabling them to succeed in a business setting	Incorporate ethical considerations into decision making and intended actions	Be effective decision makers and problem solvers
	Group Assessment				
Core					
COMM 101	35%	•	x	x	x
COMM 105	15%	•	x		x
COMM 201			x		x
COMM 204		•	x	x	x
Capstone					
COMM 306	35%		x	x	x
COMM 401	55%	•	x	x	x
Elective					
COMM 200+					
COMM 200+					

x indicates three greatest areas of contribution as per course syllabus

. indicates learning goal is also addressed

% under group assessment indicates percentage of final grade that is determined from group work

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

Discovery goals. Throughout the Certificate, students will be exposed to a variety of instructors utilizing different teaching methods. Students will be expected to learn individually as well as participate in collaborative learning exercises. In the capstone course students will be required to apply what they have learned in their previous courses as they develop and pitch a business strategy for a real-life business problem.

Knowledge goals. Students pursuing the Certificate in Business will be exposed to an overview of business topics that will enable them to succeed in a business setting. The knowledge they gain will complement their current programming and/or work experience. Given the diverse enrolment in Edwards classes, students will be connected with learners from other colleges and backgrounds. Through collaborative classroom activities, students will learn how to apply the skills they are learning in real-life situations.

Integrity goals. Students are exposed to the concepts of ethics and integrity in all undergraduate Commerce courses. Graduates of the Certificate in Business will be equipped with the skills they need to think critically and act with integrity when making decisions.

Skills goals. Through written assignments and class presentations, students will gain the necessary research and technology skills to be able to communicate business ideas effectively and persuasively. These skills will be reinforced during the capstone course, COMM 401: Business Strategy, which will require students to work together in groups and present their venture ideas to their peers.

Citizenship goals. Graduates of the Certificate in Business will be prepared to enter the workforce as positive contributors to their workplace and/or to society. As Commerce classes value interdisciplinary diversity in the classroom, graduates will be prepared to work with people from different disciplinary backgrounds, and will understand the value of the different perspectives their colleagues bring to the table.

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

Students may enter this program directly from high school or take it simultaneously as a secondary program while they are pursuing an undergraduate degree at the University of Saskatchewan. The program is designed to be taken concurrently with another program without having to add on extra time or requirements to the student's primary area of study and can be completed in as little as ten months. Students taking this program concurrently with another university degree program are encouraged to begin the courses as early in their program as possible in an attempt to spread the courses out over multiple years. That being said, students who were pursuing the entrepreneurship minors or option often ran into difficulty completing the program due to discovering the program late in their academic career and not having the appropriate prerequisites. The required courses will be offered in the fall, winter, and spring semesters, making it easier for students to begin the program at any point in their academic career and progress through the courses in a timely fashion, whereas the ENT courses were often offered in only one term or another. Should a student not finish the program concurrently with their primary degree, they could continue on with the program after graduating with their degree, an opportunity which was not available to them with the minors or option.

Students who have completed a four year undergraduate degree from the University of Saskatchewan or another institution are eligible to pursue this program and may transfer up to 50% of the classes in from another college or institution, however these applicants may be encouraged to consider the Master of Business Administration program as an alternative.

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

Low enrolment in the Certificate does not present a risk to the College given the fact that it is completed with existing courses. Part of the impetus for moving to a Certificate is to delete the current Business Administration Certificate and the BAC classes. The deletion of the BAC classes removes the risks associated with low enrolment of these classes. As the new Certificate will utilize current Commerce course offerings enrolment in the Certificate will not pose any additional risks.

Measures of success will include:

- Tracking student enrolment and completion; and
- A survey of graduating students to understand the perceived value of the program.

CONSULTATION

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

This program is intended for students who are not pursuing an undergraduate degree in business, but wish to complement their primary program of study with a selection of business classes. This program should not have a negative impact on the application pool for the Bachelor of Commerce program, but should increase enrolment in Commerce class offerings.

This program is designed to be taken concurrently with an undergraduate degree in another College. The courses in the program should be used to fill elective requirements in other programs, allowing students to complete a degree and a certificate without adding extra time or courses to their studies. To accommodate the constraints of other programs, students can fill the elective requirements with upper year classes from other colleges. This will be beneficial in programs such as Engineering, where students only have limited space for outside classes.

The Edwards School has already consulted with the Colleges of Engineering, Arts & Science, and Kinesiology to discuss this program. We are excited to work with faculty and staff in these programs to promote the program and ensure that students have access to courses and advising. We look forward to working with other units on campus to see how their students may benefit from access to this program.

Students in other programs will benefit from taking business courses and earning a Certificate as the Government of Saskatchewan's 2017 Saskatchewan Labour Demand Outlook for 2017-2021 indicated that 44% of job openings in the next five years will be for occupations in sales and service; business, finance and administration; and management (p. 2). Graduates entering into these jobs will need certain skills in order to be employable and competitive in the job market. The Conference Board of Canada's (n.d.) report on employability skills outlines "the skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as part of a team" (p. 1). The report stresses communication, the ability to use numbers, problem solving, adaptability, continuous learning, the ability to work well with others, and the ability to participate in projects and tasks as some of the skills necessary for success. Business courses encourage development in all of these areas, as students are required to work together to solve problems and complete projects. By creating an interdisciplinary classroom, students will learn how to work with peers from other disciplines, preparing them for a dynamic workplace.

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

Department of Management & Marketing, Edwards School of Business. The current Department Head of Management & Marketing, Marjorie Delbaere was consulted during this process. She provided feedback regarding required and elective courses as well as to ensure students would be adequately prepared for the capstone course. She is in support of the proposed courses and program structure.

College of Arts & Science. Renée Penney, Director of Student Advising and Academic Services, and Blair Pizio, Manager of Undergraduate Student Services, were both consulted with to discuss program demand and fit with the undergraduate Arts & Science curriculum. Both parties were in support of the proposed courses and program structure.

College of Engineering. The College of Engineering has been exploring an adjustment to their business-related offerings. Students interested in business classes but not interested in tech innovation/entrepreneurship may consider pursuing this certificate program. Representatives from the College of Engineering were most excited to hear about the opportunities for more flexible programming, as students in that College have faced challenges in attempting to fit business courses into their schedules.

Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.

Students will be able to request approval from the Edwards School of Business to use non-COMM courses as electives in the program. No non-COMM courses or non-Edwards resources are required for this program.

BUDGET

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

Additional instructors will not be required, as students will be taking existing Commerce courses as a part of the program.

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

The current Business Administration Certificate sees low enrolment. By deleting the BAC program the School will be able to offer increased enrolment in Commerce options while maintaining the same number of teaching appointments.

The following program will be eliminated:

- Business Administration Certificate

The following classes will no longer be offered:

- BAC 11: Introduction to Business

- BAC 14: Business Communications
- BAC 15: Human Resource Management
- BAC 16: Financial Information for Decision Making
- BAC 25: Managerial Marketing
- BAC 28: Organizational Behaviour
- BAC 29: Business Law
- BAC 37: Business Decision Making
- BAC 38: Business Strategy (may be offered for one or two more years)

Students currently enrolled in these programs will be able to complete the requirements by taking Commerce equivalencies or can transfer into the Certificate in Business.

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

Advisors in the Edwards School of Business will advise students on program requirements. Given that the program is only 24 credits and this program is a replacement to the BAC program, advising can be absorbed into the existing staff complement. Students will continue to seek advice from their home college to understand how the business courses can be used in their primary program of study.

The only budgetary item necessary will be the cost of promotional materials. This cost will be minimal. Edwards will refresh some of its current marketing materials and will work with other Colleges on campus to ensure advisors are aware of the program opportunities and are able to suggest the program as an option to their students.

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

At implementation the program will be offered using existing Commerce offerings. As the Bachelor of Commerce program transforms to include non-traditional course offerings these courses will also be available to Certificate students. Associated costs will be covered in the Bachelor of Commerce budget, as B.Comm. students will be the primary enrollees in these classes.

What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

Students will pay standard Category 4 tuition for a Commerce class. Non-COMM classes will be assessed tuition based on the standard tuition rates.

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

There is no minimum or maximum enrolment required as the program utilizes current offerings. If demand exceeded the existing course offerings we would increase our offerings.

DESCRIPTION OF PROGRAM CHARACTERISTICS

Title: Certificate in Business

Description:

The Certificate in Business is an eight-course program that introduces students to the fundamentals of business and business strategy. Graduates of this program will be innovative thinkers, creative problem-solvers, and emerge as leaders within a team. Students who complete the Certificate in Business will: understand basic business principles; be effective contributors to team performance; and be effective decision makers and problem solvers.

All eight of the courses in this program are fully transferrable to the Bachelor of Commerce degree at the University of Saskatchewan.

Students can pursue this program as a stand-alone option or in conjunction with another degree. The program can be completed full-time in as little as ten months or part-time. Students completing the program alongside another degree should consult with an advisor in their home college to understand how the courses fit within their program requirements. Upon first admission to the Certificate in Business program students must complete requirements within a ten (10) year time period. Under exceptional circumstances, the School may grant an extension. Students returning to the Certificate in Business program after an absence of five (5) or more years may be placed under the curriculum requirements in effect on the date of readmission.

24 Credit Units:

Requirements – 18 Credit Units

- COMM 101.3: Introduction to Business
- COMM 105.3: Introduction to Organizational Behaviour
- COMM 201.3 Introduction to Financial Accounting
- COMM 204.3: Introduction to Marketing
- COMM 306.3: Ethics and Strategic Decision Making
- COMM 401.3: Business Strategy

Electives – 6 Credit Units

- COMM 203.3: Introduction to Finance
- COMM 205.3: Introduction to Operations Management
- COMM 210.3: Introduction to Management Accounting
- COMM 211.3: Human Resource Management
- COMM 304.3: Introduction to Business Law
- COMM 340.3: Introduction to International Business
- COMM 345.3: Business and Public Policy
- COMM 347.3: Aboriginal Business in Canada
- COMM 348.3: Leadership
- SR Level COMM electives approved at the discretion of the Edwards School of Business
- SR Level electives from other Colleges approved at the discretion of the Edwards School of Business

References

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University of Saskatchewan. (June 2010). *A learning charter for the University of Saskatchewan*. Retrieved from <https://www.usask.ca/secretariat/documents/LearningCharter.pdf>

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 UNIVERSITY OF SASKATCHEWAN	<u>Report Form for Program Termination</u>
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Program(s) to be deleted: Business Administration Certificate

Effective date of termination: September 2019

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

The BAC program has seen a decline in enrolment over the last several years. The most recent review of the BAC program occurred in 1995; declining enrollment in the program suggests the need for a review. The Edwards School is proposing a new degree-level Certificate in Business to replace the current programming.

2. Technical information.

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

Courses offered in the program are BAC 11, BAC 14, BAC 15, BAC 16, BAC 25, BAC 28, BAC 29, BAC 37, BAC 38

There will be no impact on faculty, as Edwards will be adding increased sections of COMM classes for the new Certificate program.

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

The Edwards Student and Faculty Services Office and Undergraduate Programs Advisors currently support the administration of and student enrolled in this program. These resources will continue to be utilized to support students in the new Certificate program.

2.3 Courses to be deleted, if any.

BAC 11, BAC 14, BAC 15, BAC 16, BAC 25, BAC 28, BAC 29, BAC 37, BAC 38

2.4 Number of students presently enrolled.

As of October 4, 2018, 123 students were enrolled in the program

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

	2013/14	2014/15	2015/16	2016/17	2017/18
Enrolled	167	145	170	167	159
Graduated	34	37	33	25	27

3. Impact of the termination.

Internal

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

Students currently enrolled in the BAC program will have access to COMM equivalents to complete the program (changes indicated in red):

Requirements

BAC 11.3 or COMM 101.3

BAC 14.3 or COMM 100.3

BAC 15.3 or COMM 211.3

BAC 16.3 or COMM 306.3

BAC 25.3 or COMM 204.3

BAC 37.3 or COMM 306.3

BAC 38.3 or COMM 401.3

Electives

BAC 28.3 or COMM 105.3

BAC 29.3 or COMM 304.3

Students will also have the option to transfer to the new Certificate in Business or Certificate in Entrepreneurship.

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

Edwards will increase the number of COMM courses offered. If anything, the teaching assignments will increase.

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

There will be no impact on other programs, departments, or colleges.

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

There will be no impact on other programs.

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

The Edwards School of Business is proposing a Certificate in Business to replace this program.

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

N/A

- 3.7 Describe any impact on research projects.

N/A

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

N/A

- 3.9 Describe the budgetary implications of this deletion.

N/A

External

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

There are currently a number of workplaces that encourage employees to pursue the Business Administration Certificate. Prospective students will have access to the Certificate in Business program. A marketing campaign will be undertaken to educate prospective students and their employers on the program changes.

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

Edwards will be offering a replacement program.

Other

- 3.12 Are there any other relevant impacts or considerations?

N/A

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

N/A

TO: Noreen Mahoney, Associate Dean, Students and Degree Programs,
Edwards School of Business

FROM: Lorin Elias, Associate Dean of Student Affairs, Acting Vice Dean Academic,
College of Arts & Science

DATE: October 11, 2018

RE: Proposal for Certificate in Entrepreneurship and Certificate in Business from the Edwards
School of Business

I am pleased to confirm that the College of Arts & Science supports the proposed Proposal for Certificate in Entrepreneurship from the Edwards School of Business. We anticipate that the proposed program will replace the existing Minor in Entrepreneurship offered in Arts & Science, as the certificate program will be open to students from all Colleges.

Consultations regarding earlier drafts of this proposal were discussed with our Vice Dean Academic Gordon DesBrisay and our Dean Peta Bonham-Smith. We don't anticipate this change having any substantial impacts on our course offerings or enrolments in the College of Arts and Science, as only 3 credit units from Arts & Science courses can be included as part of the current program.

I am also pleased to confirm that we support the proposed Certificate in Business, replacing the current non-degree-level program. The new program appears to better align with the university-level credit that students can receive for the included courses, which will make it easier, and less confusing, for students to continue into degree programs in Edwards or other colleges.

For each program, we understand that Edwards will take full responsibility for meeting the student services needs.

This is a welcome initiative, and I hope that it flourishes with the support of your faculty.

Sincerely,



Lorin Elias
Associate Dean, Student Affairs
Professor, Department of Psychology
228 Arts Building
University of Saskatchewan

From: [Sparling, Bruce](#)
To: [Mahoney, Noreen](#)
Cc: [Martin, Christopher](#); [Parohl, Vicky](#)
Subject: RE: ENG Letter of Support for Planned Certificates
Date: Monday, October 15, 2018 3:22:47 PM
Attachments: [image004.png](#)
[image005.png](#)

Noreen,

I have reviewed the program proposals for the new Certificate in Entrepreneurship and the Certificate in Business, and am happy to support these initiatives on behalf of the College of Engineering. We see these two new certificate programs as natural complements to the Technological Innovation Certificate currently being developed in Engineering, offering our students a full range of distinct options in the area of business and entrepreneurship to address a variety of potential career paths. We also appreciate the efforts being made to make the certificate programs more flexible to allow more of our students access to the required courses.

The College of Engineering is intending to suspend enrolment into the existing Engineering Entrepreneurship Option starting in the 2019-20 academic year, and to delete the option as soon as it is feasible to do so. Students currently registered in the option will be permitted to complete all outstanding coursework and will also be able to graduate from their degree program with this option.

When the three new certificates are available, we look forward to collaborating with the Edwards School of Business so that engineering students can complete certificate programs in business, entrepreneurship, or technological innovation, depending on their interests.

Best regards,

Bruce

▣ **Bruce Sparling, Ph.D., P.Eng., FCSCE**

Associate Dean, Academic

Professor Structures / Materials Group

College of Engineering, University of Saskatchewan

Rm. 2A01, Engineering Building, 57 Campus Dr.

Saskatoon, SK S7N 5A9

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Email: enr.academicdean@usask.ca

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Please think "Green" before printing this email

**College of Kinesiology**

87 Campus Drive Saskatoon SK S7N 5B2 Canada
Telephone: (306) 966-1000 Facsimile: (306) 966-6464

Thursday, November 1, 2018

Dear Dr. Mahoney,

Thank you for the opportunity to review the program proposals for a Certificate in Entrepreneurship and a Certificate in Business, as well as arranging for a meeting to discuss it further and to answer our questions related to implications for our students and implementation. I have subsequently also had the opportunity to have the program proposals discussed at an Undergraduate Program Committee Meeting.

As a result, the College of Kinesiology is strongly in support of the program proposals, as we believe that they offer students in Kinesiology more flexibility to access classes in your program, more opportunities both during and after their Kinesiology degrees, and retain pathways for our current students to complete their programs as planned. We think that it is an excellent initiative and think that the opportunity to work towards and/or receive a Certificate will generate more opportunities and interest among College of Kinesiology students to enroll in courses offered in the Edwards School of Business.

If you require any additional information or have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kent C. Kowalski".

Kent C. Kowalski, Ph.D.
Associate Dean Academic
College of Kinesiology
University of Saskatchewan
87 Campus Drive
Saskatoon, SK S7N 5B2
Canada

Telephone: (306) 966-1079
Email: kent.kowalski@usask.ca

Consultation with the Registrar Form

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

Is an existing degree, diploma, or certificate being renamed?

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

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

Certificate in Business - CBUS - suggested code / description for credential; 6 character max for code and 30 character max for short description

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

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

Degree level

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

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

CBUS [In Cert in Business] - suggested code / description; 4 character max for code and 30 character max for description

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

Edwards School of Business

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.

BUES [Business] - suggested code / description; 4 character max for code and 30 character max for description

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

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

Certificate in Business - CBUS - suggested code / description for credential; 6 character max for code and 30 character max for short description

3 What is the name of this new/revised program?

Certificate in Business - CBUS - suggested code / description for program; 12 character max for code and 30 character max for description

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

n/a

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

College of Edwards School of Business [SB] / Department of Management and Marketing [MGMK]

6 Is this a replacement for a current program?

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

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

Students will be able to complete current program or move to the new program

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

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes No Revised

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

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

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

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

5

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

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

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

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

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

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

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

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

Section 7: Course Information - as per current set-up

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?

Yes - apply on-line through Recruit for non U of S students; SharePoint site likely for internal students

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

YYYY09, YYYY01, YYYY05 terms

3 Does this impact enrollment?

Slight increase of 50 students per year

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

Refer to Edwards School of Business

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

Yes

6 What is the application deadline?

Need to be as flexible as possible - latest is Aug 1

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

- Direct Entry - high school transcript, grade 12 standing, minimum admission average of 70%, Math 30 is required and pre-Calc 30 is recommended, english proficiency
 - Transfer - Math 30 is required and pre-Calc 30 is recommended or post-secondary level equivalent; minimum university transfer average of 60%, attempted 18 cu's or more of transferable post-secondary course work, english proficiency
 - Mature - 21 years of age by 1st day of classes, less than 18 cu's of transferable post-secondary course work, english proficiency, must submit a resume and cover letter

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.)

100% average weighting

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

High school, transfer, and special admission

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?)

Online application in Recruit for non U of S students, SharePoint site likely for internal students

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

Admissions Office

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

No

13 Will the standard application fee apply?

Yes

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

Current, active students will be exempt

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

[Empty text box]

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No as a certificate

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

[Empty text box]

3 When is the first class expected to graduate?

Spring Convocation 2020

4

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

35 - 40

Section 11: Schedule of Implementation Information

1 What is the start term?

201909 [September 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

[Empty text box]

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Year 1 if a student is only in this program; numeric year if in a degree program

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Same window as BComm if only in this program; otherwise in their priority group for their degree program

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

Certificate in Business Administration [BAC-SB]

2 What is the effective date of this termination?

201909 [September 2019]

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

If yes, what courses?

BAC 11, 14, 15, 16, 25, 28, 29, 37, and 38

4 Are there currently any students enrolled in the program? Yes No

If yes, will they be able to complete the program?

195 active students in the Certificate in Business Administration program
Current students will be able to complete the program or move to the new 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?

Students will be encouraged to switch to the new certificate. Students typically complete in ~4 years but do have up to 10 years to complete. Last students would likely finish by 2022 if they choose not to switch to the new program; the latest possible date for completion would be 2029.

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

<input type="checkbox"/>

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: Proposed Tuition and Student Fees Information

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?

Category 4 tuition for Commerce classes; non-Commerce classes will be assessed tuition based on the standard tuition rates

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

4 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

Yes No

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

6 IPA Additional comments?

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

As per current set up

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?

Yes No

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 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

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

<input type="checkbox"/>

SIGNED

Date: *October 15, 2018*

Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative(s): *Fritz A. Wilfong*

IPA Representative(s): *[Signature]*

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: Degree-level Certificate in Entrepreneurship

DECISION REQUESTED: *It is recommended:*

That Council approve the degree-level Certificate in Entrepreneurship in the Edwards School of Business, effective May 2019.

PURPOSE:

University Council is responsible for the approval of degree-level certificates for when an approved template does not exist.

DISCUSSION SUMMARY:

The Edwards School of Business proposed a degree-level Certificate in Entrepreneurship to replace and enhance the existing minors and option in entrepreneurship in the Colleges of Arts and Science, Kinesiology, and Engineering. The propose program creates more flexibility in terms of course offerings (including online delivery and evening courses), and provides a credential to students to boost employability upon completion of the program.

The Certificate in Entrepreneurship will introduce students to the fundamentals of business and the art of entrepreneurship and will harness the existing strength in entrepreneurship in the Edwards School of Business. The 24 credit-unit certificate will utilize existing COMM courses and will be open both to students completing other degree programs as well as to student who wish to pursue the certificate as a stand-alone program.

The existing minors and option in Entrepreneurship in the Colleges of Arts and Science, Kinesiology, and Engineering will be deleted. These deletions will occur through the University Course Challenge process.

The Academic Programs Committee reviewed the proposal for this certificate program at its November 28, 2018 meeting and recommends that Council approve it. The

committee noted that the admissions requirements for the certificate program do not align with the admissions requirements for degree programming in the Edwards School of Business. The committee recognizes that this allows the certificate program to be accessible to students who are coming from non-traditional backgrounds, yet cautions that this might prevent some certificate students from laddering into a degree programs without upgrading some courses that are requirements for admission.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval through the Tuition and Fees Authorization Policy.

ATTACHMENT:

1. Proposal for the Certificate in Entrepreneurship in the Edwards School of Business

November 14, 2018

Amanda Storey, Committee Secretary
Academic Programs Committee
c/o Office of the University Secretary
University of Saskatchewan
E290 Peter MacKinnon Building, 105 Administration Place
Saskatoon SK S7N 5A2

Re: Certificate in Entrepreneurship

Dear Academic Programs Committee:

On October 19, 2018, the Edwards School of Business Faculty Council approved the motion to create a degree-level Certificate in Entrepreneurship to replace the current Entrepreneurship minors and option in the Colleges of Arts & Science, Kinesiology, and Engineering. This new undergraduate degree-level certificate will allow students who are not pursuing a Bachelor of Commerce degree an opportunity to obtain a business certification with a focus on entrepreneurship, either alongside an undergraduate degree from another college or as a stand-alone option.

Please accept this proposal document as a formal request to approve the Certificate in Entrepreneurship.

Thank you for your consideration.

Sincerely,



Noreen Mahoney
Associate Dean, Students & Degree Programs
Edwards School of Business

 UNIVERSITY OF SASKATCHEWAN	<u>Proposal for Academic or Curricular Change</u>
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PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Entrepreneurship

Degree(s): Undergraduate Certificate in Entrepreneurship

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: Edwards School of Business

Contact person(s) (name, telephone, fax, e-mail): Noreen Mahoney
Associate Dean, Students & Degree Programs
(e) mahoney@edwards.usask.ca
(t) 306-966-4785
(f) 306-966-5408

Proposed date of implementation: September 2019

Proposal Document

MOTIVATION AND SUPPORT

The Edwards School of Business currently offers entrepreneurship programming for Engineering students through the Engineering Entrepreneurship Option and for students in Arts & Science and Kinesiology in the form of a Minor in Entrepreneurship. These minors and options have, over the last number of years, seen a decline in enrolment. The College of Engineering has indicated to the School that the current offering does not meet the needs of the College and its students. Preliminary student survey results show that students are interested in taking the courses however they encounter challenges in completing the minor or options due to the limited availability of the courses and the lack of flexibility in the order in which you can complete the classes. Survey results, consultations with our colleagues in other colleges, and enrollment numbers demonstrate a demand for entrepreneurship programming, but indicate a need to increase accessibility to courses and raise awareness of the program. As our University has recently received AACSB accreditation, Edwards wants to give more students on campus the opportunity to learn from our internationally recognized business faculty.

The existing programming in entrepreneurship has been offered since 2007 and the requirements have remained the same since that time. The proposed programming would refresh the curriculum in a response to the quickly changing business environment.

CURRENT EMPLOYMENT TRENDS AND WORKPLACE DEMANDS

The Government of Saskatchewan's 2017 Saskatchewan Labour Demand Outlook for 2017-2021 indicated that 44% of job openings in the next five years will be for occupations in sales and service; business, finance and administration; and management (p. 2). Graduates entering into these jobs will need certain skills in order to be employable and competitive in the job market. The Conference Board of Canada's (n.d.) report on employability skills outlines "the skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as part of a team" (p. 1). The report stresses communication, the ability to use numbers, problem solving, adaptability, continuous learning, the ability to work well with others, and the ability to participate in projects and tasks as some of the skills necessary for success. Entrepreneurial programming encourages development in all of these areas, as students are required to work together to solve problems and complete projects. By creating an interdisciplinary classroom, students will learn how to work with peers from other disciplines, preparing them for a dynamic workplace.

ACADEMIC JUSTIFICATION

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

The Edwards School of Business currently offers entrepreneurship programming for Engineering students through the Engineering Entrepreneurship Option and for students in Arts & Science and Kinesiology in the form of a Minor in Entrepreneurship. These minors and options have, over the last number of years, seen a decline in enrolment due to limited course availability and lack of flexibility in course offerings. The proposed program would create more flexibility in terms of course offerings allowing students to pursue the traditional Commerce offerings, access to increased availability in evening courses, and, eventually, online and blended learning options. Upon completion, students would earn a credential (rather than a minor) to boost their employability. Students could also ladder into the Bachelor of Commerce degree program upon completion.

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

The Edwards School of Business develops business professionals to build nations. As our university has recently received AACSB accreditation, Edwards wants to provide more students on campus the opportunity to learn from our internationally recognized business faculty.

This proposed program responds to the University Plan 2025 (n.d.). The proposed program encourages creativity, diversity, and connectivity. Entrepreneurship is about more than just starting your own business; it is a way of thinking. Entrepreneurs think creatively and recognize opportunities for growth. The proposed structure of this program will bring together students from all academic programs, promoting interdisciplinary collaboration, diversity, and connectivity. One of the commitments of the Plan is to *Seek Solutions* to encourage an "increasingly empowered culture of experimentation and entrepreneurship among students, faculty, and staff" (p. 8). It is important for students to have the opportunity to take offerings from colleges other than their own so they are exposed to different ways

of thinking. The proposed programming will be more accessible than before, allowing students the flexibility to pursue entrepreneurship as an area of study.

The 2016 Census shows that Saskatchewan’s population of self-identified Aboriginals was 16.3% of the total population; 42.5% of the total Aboriginal population being under the age of 19 (Government of Saskatchewan, 2017). These numbers indicate that more young Aboriginal peoples will be entering the work force in the coming years. The Edwards School of Business seeks to include Indigenous content throughout the curriculum as appropriate in an effort to prepare all of our students for this changing workforce. Enrolment in the proposed programming should, at some point, put students in contact with people from outside our university and, through student projects, may help “uplift Indigenization” (University Plan 2025, p. 7), as entrepreneurial programming currently offered to B.Comm. students certainly has. All Indigenous students in Edwards have access to a number of supports and services including, but not limited to, access to our Rawlinson Centre for Aboriginal Business Students, tutor and co-curricular funding, and our bi-weekly bannock chats.

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

In an environmental scan of ten other Canadian post-secondary institutions, five of these offered a Certificate in Entrepreneurship either as a stand-alone certificate or as an addition to the student’s primary program. Simon Fraser University, the University of Ottawa, and Duke University offer an entrepreneurship certificate as an addition to existing programming while Dalhousie University and Ryerson University offer stand-alone programming. None of the institutions offered a certificate that could be taken either as a stand-alone option or alongside another degree. This type of programming would be unique in Saskatchewan as neither the University of Regina nor Saskatchewan Polytechnic offer certificate programming in entrepreneurship. With the plan to have this program offered via distance education or blended-learning opportunities, this program should appeal to students in Saskatchewan who do not currently have courses in entrepreneurship available to them.

Of the nine institutions offering undergraduate business degrees, all nine offer entrepreneurship as a major, minor, or concentration within their business degree. The creation of this certificate is the first step in the School’s plan to offer entrepreneurial programming and to attract students seeking this type of education.

DIRECT-ENTRY ADMISSIONS

High School Admission (receive less than 18 credit units of transferable post-secondary)

1. Grade 12 standing or equivalent;
2. Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 is recommended, but not required. Students intending on transferring to the B.Comm. program will need to meet B.Comm. admission requirements;
3. Required grade average- High school students or graduates must meet the minimum 5-subject admission average of 70%; and
4. English proficiency. If your first language is not English, you may have to prove proficiency in English before admission.

Transfer Admission - Post-secondary (if you receive 18 credit units or more transferable post-secondary)

1. Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required. Students intending on transferring to the B.Comm. program will need to meet B.Comm. admission requirements;
2. Meet the minimum university transfer entrance average of 60%;
3. English proficiency. If your first language is not English, you may have to prove proficiency in English before admission.

Mature Admission

1. Applicants must be 21 years of age by the first day of classes;
2. Less than 18 credit units of transferable university-level course work;
3. English proficiency. If your first language is not English, you may have to prove proficiency in English before admission; and
4. Applicants applying for mature admission will be required to submit a résumé and cover letter.

DESCRIPTION OF THE PROGRAM

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

Students who complete a Certificate in Entrepreneurship will be expected to:

- Understand basic business principles;
- Be effective contributors to team performance;
- Incorporate ethical considerations into decision making and intended actions;
- Be entrepreneurial thinkers; and
- Prepare a business plan for a new venture.

The required courses in the Certificate in Entrepreneurship will expose students to business basics, giving students the skills they need to work in and contribute to a professional business setting. Ethical decision making is a concept that is weaved throughout the undergraduate business curriculum. Many undergraduate business courses require students to participate in group assignments and/or projects, giving students hands-on experience in how to work effectively as a member of a team. Commerce courses often see student enrolment from multiple disciplines, giving students the opportunity to work with students from different academic backgrounds who think in different ways. COMM 349: Introduction to Entrepreneurship introduces students to entrepreneurial thinking and venture development and, in COMM 447: Entrepreneurship & Venture Development, students will work together to submit a business plan for a new venture.

Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Modes of delivery. At implementation, students will have access to existing on-campus Commerce course offerings. Edwards will collaborate with stakeholder colleges to offer class sections that complement the core requirements of students' academic schedules to ensure that flexibility allows

greater access to programming. The School is currently working to offer courses online and in other formats, such as blended-learning offerings. The goal is to offer students the option to pursue the program in a way that is convenient and accessible to them while maintaining the integrity of the offerings and creating opportunities where collaboration is encouraged among students.

Experiential learning opportunities. The capstone course for this certificate program, COMM 447: Entrepreneurship & Venture development, teaches students processes and skills required for the successful creation of new business ventures and the ongoing management of small businesses. Each student will create a comprehensive business plan during the class and, while doing so, they will gain a new appreciation for how integrated and mutually reliant the functional areas of operations, marketing, human resources, and finance are in a business venture. Students will have an opportunity to pitch their business ideas during the Inventure Business Planning Competition.

General teaching philosophy. The mission of the Edwards School of Business is to develop business professionals to build nations. The school wishes to extend its reach and provide those students not seeking a Bachelor of Commerce degree access to business programming, an opportunity to benefit from our scholars, and the skills they need to succeed in a quickly changing workforce. Edwards believes that experiential learning opportunities are incredibly valuable to students who wish to gain real-world and applicable experience that is not always gained in a traditional classroom setting. As such, we offer a variety of experiential learning classes and initiatives to enable students to reach their full potential and learn beyond the classroom.

Provide an overview of the curriculum mapping

The courses selected to be a part of the Certificate in Entrepreneurship are designed to give students a general introduction to business and equip them with the skills they need to understand and apply the principles of entrepreneurial thinking and succeed in preparing a business plan for a new venture. The courses address the learning goals of the Certificate as well as those as outlined in the University Learning Charter.

Entrepreneurship Learning Goals	Be effective contributors to team performance		Understand basic business principles	Prepare a business plan for a new venture	Be entrepreneurial thinkers	Incorporate ethical considerations into decision making and intended actions
Connection to Learning Charter	<i>Discovery, Citizenship</i>		<i>Knowledge, Integrity, Skills</i>	<i>Discovery, Knowledge, Integrity, Skills, Citizenship</i>	<i>Discovery, Knowledge</i>	<i>Integrity</i>
Core	Group Work					
COMM 101	35%	•	x	x	x	•
COMM 105	15%	•	x	x	x	
COMM 201			x	x	x	
COMM 204		•	x	x	x	•
Capstone						
COMM 349	50%	•	x	•	x	x
COMM 447	70%	x	•	x	x	•
Elective						
COMM 200+						
COMM 200+						

x indicates three greatest areas of contribution as per course syllabus

• indicates learning goal is also addressed

% under group assessment indicates percentage of final grade that is determined from group work

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

Discovery goals. Entrepreneurship is about more than starting or running your own business; entrepreneurship is a way of thinking. Graduates of the Certificate in Entrepreneurship will be able to “apply critical and creative thinking to problems,” “be adept at learning in various ways, including independently, experientially, and in teams,” and “possess intellectual flexibility, ability to manage change, and a zest for life-long learning” (U of S Learning Charter, 2010). Throughout the Certificate students will be exposed to a variety of instructors utilizing different teaching methods. Students will be expected to learn individually as well as participate in collaborative learning exercises. In the capstone course students will be required to apply what they have learned in their previous courses as they develop and pitch a business plan for a new venture.

Knowledge goals. Students pursuing the Certificate in Entrepreneurship will be exposed to an overview of business topics that will not only enable them to succeed in a business setting, but they will gain knowledge and skills in areas that are essential to entrepreneurial thinking. The knowledge they gain will complement their current programming and/or work experience. Given the diverse enrolment in Edwards classes, students will be connected with learners from other colleges and backgrounds. Through collaborative classroom activities, students will learn how to apply the skills they are learning in real-life situations.

Integrity goals. Students are exposed to the concepts of ethics and integrity in all undergraduate Commerce courses. Graduates of the Certificate in Entrepreneurship will be equipped with the skills they need to think critically and act with integrity when making decisions.

Skills goals. Through written assignments and class presentations, students will gain the necessary research and technology skills to be able to communicate business ideas effectively and persuasively. These skills will be reinforced during the Introduction to Entrepreneurship and Entrepreneurship & Venture Development courses, which will require students to work together in groups and present their venture ideas to their peers.

Citizenship goals. Graduates of the Certificate in Entrepreneurship will be prepared to enter the workforce with skills in entrepreneurial thinking that will enable them to be positive contributors to their workplace and/or to society. As Commerce classes value interdisciplinary diversity in the classroom, graduates will be prepared to work with people from different disciplinary backgrounds, and will understand the value of the different perspectives their colleagues bring to the table.

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

Students may enter this program directly from high school or take it simultaneously as a secondary program while they are pursuing an undergraduate degree at the University of Saskatchewan. The program is designed to be taken concurrently with another program without having to add on extra time or requirements to the student's primary area of study and can be completed in as little as ten months. Students taking this program concurrently with another university degree program are encouraged to begin the courses as early in their program as possible in an attempt to spread the courses out over multiple years. That being said, students who were pursuing the entrepreneurship minors or option often ran into difficulty completing the program due to discovering the program late in their academic career and not having the appropriate prerequisites. The required courses will be offered in the fall, winter, and spring semesters, making it easier for students to begin the program at any point in their academic career and progress through the courses in a timely fashion, whereas the ENT courses were often offered in only one term or another. Should a student not finish the program concurrently with their primary degree, they could continue on with the program after graduating with their degree, an opportunity which was not available to them with the minors or option.

Students who have completed a four year undergraduate degree from the University of Saskatchewan or another institution are eligible to pursue this program and may transfer up to 50% of the classes in from another college or institution, however these applicants may be encouraged to consider the Master of Business Administration program as an alternative.

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

Low enrolment in the Certificate does not present a risk to the College given the fact that it is completed with existing courses. Part of the impetus for moving to a Certificate is to delete the current Entrepreneurship minors and options and the ENT courses that are a part of those programs. The deletion of the ENT classes removes the risks associated with low enrolment of these classes. As the new Certificate will utilize current Commerce course offerings, the enrolment in the Certificate will not pose additional risks.

Measures of success will include:

- Tracking student enrolment and completion; and
- A survey of graduating students to understand the perceived value of the program.

CONSULTATION

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

This program is intended for students who are not pursuing an undergraduate degree in business, but wish to complement their primary program of study with a selection of business classes. This program should not have a negative impact on the application pool for the Bachelor of Commerce program, but should increase enrolment in Commerce class offerings.

This program is designed to be taken concurrently with an undergraduate degree in another College. The courses in the program should be used to fill elective requirements in other programs, allowing students to complete a degree and a certificate without adding extra time or courses to their studies. To accommodate the constraints of other programs, students can fill the elective requirements with upper year classes from other colleges. This will be beneficial in programs such as Engineering, where students only have limited space for outside classes.

The Edwards School has already consulted with the Colleges of Engineering, Arts & Science, and Kinesiology to discuss this program. We are excited to work with faculty and staff in these programs to promote the program and ensure that students have access to courses and advising. We look forward to working with other units on campus to see how their students may benefit from access to this program.

Students in other programs will benefit from taking business courses and earning a Certificate as the Government of Saskatchewan's 2017 Saskatchewan Labour Demand Outlook for 2017-2021 indicated that 44% of job openings in the next five years will be for occupations in sales and service; business, finance and administration; and management (p. 2). Graduates entering into these jobs will need certain skills in order to be employable and competitive in the job market. The Conference Board of Canada's (n.d.) report on employability skills outlines "the skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as part of a team" (p. 1). The report stresses communication, the ability to use numbers, problem solving, adaptability, continuous learning, the

ability to work well with others, and the ability to participate in projects and tasks as some of the skills necessary for success. Entrepreneurial programming encourages development in all of these areas, as students are required to work together to solve problems and complete projects. By creating an interdisciplinary classroom, students will learn how to work with peers from other disciplines, preparing them for a dynamic workplace.

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

Department of Management & Marketing, Edwards School of Business. The current Department Head of Management & Marketing, Marjorie Delbaere, as well as the former Department Head and instructor of COMM 447, Marvin Painter, were both consulted during this process. They provided feedback regarding required and elective courses as well as to ensure students would be adequately prepared for the capstone course. Both parties are in support of the proposed courses and program structure.

College of Arts & Science. Renée Penney, Director of Student Advising and Academic Services, and Blair Pizio, Manager of Undergraduate Student Services, were both consulted with to discuss program demand and fit with the undergraduate Arts & Science curriculum. Both parties are in support of the proposed courses and program structure.

College of Engineering. The College of Engineering has been exploring an adjustment to their business-related offerings. Engineering is in the process of proposing a new Tech Innovation Certificate, and Edwards would support students pursuing that certificate where applicable. Engineering students would still have the option of pursuing this program. Representatives from the College of Engineering were most excited to hear about the opportunities for more flexible programming, as students in that College have faced challenges in attempting to fit business courses into their schedules.

Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.

Students will be able to request approval from the Edwards School of Business to use non-COMM courses as electives in the program. No non-COMM courses or non-Edwards resources are required for this program.

BUDGET

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

Additional instructors will not be required, as students will be taking existing Commerce courses as a part of the program.

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

The current Entrepreneurship course offerings see low enrolment. By deleting the Entrepreneurship minors and option the School will be able to offer increased enrolment in Commerce options while maintaining the same number of teaching appointments.

Edwards will consult with the appropriate Colleges to proceed with the deletion of the following programs:

- Arts & Science Entrepreneurship Minor
- Kinesiology Entrepreneurship Minor
- Engineering Entrepreneurship Option

The following classes will no longer be offered:

- ENT 210: Marketing for Entrepreneurial Ventures
- ENT 220: Human Resource Management for Entrepreneurial Organizations
- ENT 230: Introduction to Accounting for Entrepreneurs
- ENT 300: Introduction to Entrepreneurial Finance
- ENT 310: Entrepreneurship and Small Business Management

Students currently enrolled in these programs will be able to complete the requirements by taking Commerce equivalencies or can transfer into the Certificate in Entrepreneurship.

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

Advisors in the Edwards School of Business will advise students on program requirements. Given that the program is only 24 credits, advising can be absorbed into the existing staff complement. Students will continue to seek advice from their home college to understand how the business courses can be used in their primary program of study.

The only budgetary item necessary will be the cost of promotional materials. This cost will be minimal. Edwards will refresh some of its current marketing materials and will work with other Colleges on campus to ensure advisors are aware of the program opportunities and are able to suggest the program as an option to their students.

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

At implementation the program will be offered using existing Commerce offerings. As the Bachelor of Commerce program transforms to include non-traditional course offerings these courses will also be available to Certificate students. Associated costs will be covered in the Bachelor of Commerce budget, as B.Comm. students will be the primary enrollees in these classes.

What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

Students will pay standard Category 4 tuition for a Commerce class. Non-COMM classes will be assessed tuition based on the standard tuition rates.

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

There is no minimum or maximum enrolment required as the program utilizes current offerings. If demand exceeded the existing course offerings we would increase our offerings.

DESCRIPTION OF PROGRAM CHARACTERISTICS (FOR USE IN PROGRAM CALENDAR)

Title: Certificate in Entrepreneurship

Description:

The Certificate in Entrepreneurship is an eight-course program that introduces students to the fundamentals of business and the art of entrepreneurial thinking. Entrepreneurship is more than just starting or running your own business; the skills gained in this certificate will empower graduates to be innovative thinkers, creative problem-solvers, and to emerge as leaders within a team. Students who complete the Certificate in Entrepreneurship will: understand basic business principles; be effective contributors to team performance; be able to incorporate ethical considerations into decision making and intended actions; be entrepreneurial thinkers; and prepare a business plan for a new venture.

All eight of the courses in this program are fully transferrable to the Bachelor of Commerce degree at the University of Saskatchewan.

Students can pursue this program as a stand-alone option or in conjunction with another degree. The program can be completed full-time in as little as ten months or part-time. Students completing the program alongside another degree should consult with an advisor in their home college to understand how the courses fit within their program requirements. Upon first admission to the Certificate in Entrepreneurship program students must complete requirements within a ten (10) year time period. Under exceptional circumstances, the School may grant an extension. Students returning to the Certificate in Entrepreneurship program after an absence of five (5) or more years may be placed under the curriculum requirements in effect on the date of readmission.

24 Credit Units:

Requirements – 18 Credit Units

- COMM 101.3: Introduction to Business
- COMM 105.3: Introduction to Organizational Behaviour
- COMM 201.3: Introduction to Financial Accounting
- COMM 204.3: Introduction to Marketing
- COMM 349.3: Introduction to Entrepreneurship
- COMM 447.3: Entrepreneurship and Venture Development

Electives – 6 Credit Units

- COMM 203.3: Introduction to Finance
- COMM 205.3: Introduction to Operations Management

- COMM 210.3: Introduction to Management Accounting
- COMM 211.3: Human Resource Management
- COMM 304.3: Introduction to Business Law
- COMM 340.3: Introduction to International Business
- COMM 345.3: Business and Public Policy
- COMM 347.3: Aboriginal Business in Canada
- COMM 352.3: Marketing Strategy
- COMM 354.3: Consumer Behaviour
- COMM 395.3: Business Forecasting
- SR Level COMM electives approved at the discretion of the Edwards School of Business
- SR Level electives from other Colleges approved at the discretion of the Edwards School of Business

References

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TO: Noreen Mahoney, Associate Dean, Students and Degree Programs,
Edwards School of Business

FROM: Lorin Elias, Associate Dean of Student Affairs, Acting Vice Dean Academic,
College of Arts & Science

DATE: October 11, 2018

RE: Proposal for Certificate in Entrepreneurship and Certificate in Business from the Edwards
School of Business

I am pleased to confirm that the College of Arts & Science supports the proposed Proposal for Certificate in Entrepreneurship from the Edwards School of Business. We anticipate that the proposed program will replace the existing Minor in Entrepreneurship offered in Arts & Science, as the certificate program will be open to students from all Colleges.

Consultations regarding earlier drafts of this proposal were discussed with our Vice Dean Academic Gordon DesBrisay and our Dean Peta Bonham-Smith. We don't anticipate this change having any substantial impacts on our course offerings or enrolments in the College of Arts and Science, as only 3 credit units from Arts & Science courses can be included as part of the current program.

I am also pleased to confirm that we support the proposed Certificate in Business, replacing the current non-degree-level program. The new program appears to better align with the university-level credit that students can receive for the included courses, which will make it easier, and less confusing, for students to continue into degree programs in Edwards or other colleges.

For each program, we understand that Edwards will take full responsibility for meeting the student services needs.

This is a welcome initiative, and I hope that it flourishes with the support of your faculty.

Sincerely,



Lorin Elias
Associate Dean, Student Affairs
Professor, Department of Psychology
228 Arts Building
University of Saskatchewan

From: [Sparling, Bruce](#)
To: [Mahoney, Noreen](#)
Cc: [Martin, Christopher](#); [Parohl, Vicky](#)
Subject: RE: ENG Letter of Support for Planned Certificates
Date: Monday, October 15, 2018 3:22:47 PM
Attachments: [image004.png](#)
[image005.png](#)

Noreen,

I have reviewed the program proposals for the new Certificate in Entrepreneurship and the Certificate in Business, and am happy to support these initiatives on behalf of the College of Engineering. We see these two new certificate programs as natural complements to the Technological Innovation Certificate currently being developed in Engineering, offering our students a full range of distinct options in the area of business and entrepreneurship to address a variety of potential career paths. We also appreciate the efforts being made to make the certificate programs more flexible to allow more of our students access to the required courses.

The College of Engineering is intending to suspend enrolment into the existing Engineering Entrepreneurship Option starting in the 2019-20 academic year, and to delete the option as soon as it is feasible to do so. Students currently registered in the option will be permitted to complete all outstanding coursework and will also be able to graduate from their degree program with this option.

When the three new certificates are available, we look forward to collaborating with the Edwards School of Business so that engineering students can complete certificate programs in business, entrepreneurship, or technological innovation, depending on their interests.

Best regards,

Bruce

▣ **Bruce Sparling, Ph.D., P.Eng., FCSCE**

Associate Dean, Academic

Professor Structures / Materials Group

College of Engineering, University of Saskatchewan

Rm. 2A01, Engineering Building, 57 Campus Dr.

Saskatoon, SK S7N 5A9

Tel: (306) **966-4190** Direct: (306) **966-5366**

Email: engr.academicdean@usask.ca

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Please think "Green" before printing this email

**College of Kinesiology**

87 Campus Drive Saskatoon SK S7N 5B2 Canada
Telephone: (306) 966-1000 Facsimile: (306) 966-6464

Thursday, November 1, 2018

Dear Dr. Mahoney,

Thank you for the opportunity to review the program proposals for a Certificate in Entrepreneurship and a Certificate in Business, as well as arranging for a meeting to discuss it further and to answer our questions related to implications for our students and implementation. I have subsequently also had the opportunity to have the program proposals discussed at an Undergraduate Program Committee Meeting.

As a result, the College of Kinesiology is strongly in support of the program proposals, as we believe that they offer students in Kinesiology more flexibility to access classes in your program, more opportunities both during and after their Kinesiology degrees, and retain pathways for our current students to complete their programs as planned. We think that it is an excellent initiative and think that the opportunity to work towards and/or receive a Certificate will generate more opportunities and interest among College of Kinesiology students to enroll in courses offered in the Edwards School of Business.

If you require any additional information or have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kent C. Kowalski".

Kent C. Kowalski, Ph.D.
Associate Dean Academic
College of Kinesiology
University of Saskatchewan
87 Campus Drive
Saskatoon, SK S7N 5B2
Canada

Telephone: (306) 966-1079
Email: kent.kowalski@usask.ca

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes No

Is an existing degree, diploma, or certificate being renamed?

Yes No

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

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

Certificate Entrepreneurship - CENTR - suggested code / short description for credential; 6 character max for code and 30 character max for short description; full description will be Certificate in Entrepreneurship

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

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

Degree level

5 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:

CENT [In Cert in Entrepreneurship] - suggested code / description; 4 character max for code and 30 character max for description

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

Edwards School of Business

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.

ENTR [Entrepreneurship] - currently exists in student system

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

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

Certificate Entrepreneurship - CENTR - suggested code / short description for credential; 6 character max for code and 30 character max for short description; full description will be Certificate in Entrepreneurship

3 What is the name of this new/revised program?

Certificate Entrepreneurship - CENTR - suggested code / description for program; 12 character max for code and 30 character max for description

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

n/a

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

College of Edwards School of Business [SB] / Department of Management and Marketing [MGMK]

6 Is this a replacement for a current program?

Yes No

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

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

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes No Revised

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

1 Is this a new college, school, center, or department? Yes No

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

Is an existing college, school, center, or department being deleted?

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

Yes No

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 - as per current set-up

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?

Yes - apply on-line through Recruit for non U of S students; SharePoint site likely for internal students

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

YYYY09, YYYY01, YYYY05 terms

- 3 Does this impact enrollment?
Slight increase of 50 students per year
- 4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to Edwards School of Business
- 5 Can classes towards this program be taken at the same time as another program?
Yes
- 6 What is the application deadline?
Need to be as flexible as possible - latest is Aug 1
- 7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- Direct Entry - high school transcript, grade 12 standing, minimum admission average of 70%, Math 30 is required and pre-Calc 30 is recommended, english proficiency
- Transfer - Math 30 is required and pre-Calc 30 is recommended or post-secondary level equivalent; minimum university transfer average of 60%, attempted 18 cu's or more of transferable post-secondary course work, english proficiency
- Mature - 21 years of age by 1st day of classes, less than 18 cu's of transferable post-secondary course work, english proficiency, must submit a resume and cover letter
- 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.)
100% average weighting
- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
High school, transfer, and special admission
- 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?)
Online application in Recruit for non U of S students, SharePoint site likely for internal students
- 11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
Admissions Office
- 12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
No
- 13 Will the standard application fee apply?
Yes
- 14 Will all applicants be charged the fee or will current, active students be exempt?
Current, active students will be exempt
- 15 Are international students admissible to this program?
Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No as a certificate

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

3 When is the first class expected to graduate?

Spring Convocation 2020

4

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

35 - 40

Section 11: Schedule of Implementation Information

1 What is the start term?

201909 [September 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Year 1 if a student is only in this program; numeric year if in a degree program

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Same window as BComm if only in this program; otherwise in their priority group for their degree program

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?

Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes No

If yes, will they be able to complete the program?

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

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

7 Is there mobility associated with this program termination?

Yes No

If yes, please select one of the following mobility activity types.

- Dual Degree Program
- Joint Degree Program
- Internship Abroad Program
- Term Abroad Program
- Taught Abroad Course
- Student Exchange Program

<input type="checkbox"/>

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: Proposed Tuition and Student Fees Information

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?

Category 4 tuition for Commerce classes; non-Commerce classes will be assessed tuition based on the standard tuition rates

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

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

If NO, please describe.

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

6 IPA Additional comments?

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

As per current set up

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code? Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 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

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

<input type="checkbox"/>

SIGNED

Date: October 15, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Frank A. Wilfong

IPA Representative(s): [Signature]

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: Graduate Degree-level Certificate in Veterinary Clinical Sciences – Rotating Internship

DECISION REQUESTED: *It is recommended:*

That Council approve the graduate degree-level Certificate in Veterinary Clinical Sciences- Rotating Internship, effective May 2019.

PURPOSE:

University Council is responsible for the approval of degree-level certificates for when an approved template does not exist.

DISCUSSION SUMMARY:

The Western College of Veterinary Medicine (WCVM) is recommending a graduate degree-level certificate in Veterinary Clinical Sciences – Rotating Internship to formalize existing practices in the college related to experiential clinical training for newly graduated veterinarians. Currently, the rotating internships provide students holding a Doctor of Veterinary Medicine (DVM) to obtain focused clinical experiences under the supervision of faculty specialists practicing in the Small or Large Animal Clinics. The proposed Certificate in Veterinary Clinical Sciences –Rotating Internship will formalize the current clinical training through the granting of a degree level certificate training.

Previously, interns were considered employees, despite attending seminars, learning advanced skills and receiving feedback on their performance. By recognizing the academic nature of this clinical training programs as a graduate-level certificate, WCVM will be better positioned to formally assess student performance and will better recognize the faculty teaching associated with clinical training. Additionally, the proposed degree level certificate will allow interns to be considered full-time graduate students, which will facilitate immigration processes for international students.

The Academic Programs Committee reviewed the proposal for this certificate program at its November 28, 2018 meeting and recommends that Council approve it.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval through the Tuition and Fees Authorization Policy.

ATTACHMENT:

1. Proposal for the Certificate in Veterinary Clinical Sciences – Rotating Internship (*new course proposal forms, letters of support, and CWR provided in proposal for Certificate in Veterinary Clinical Sciences- Specialty Internship*)



Memorandum

To: Kenneth Fox, Chair, Academic Programs Committee of University Council

CC: Lynne Sandmeyer, Graduate Chair, Department of Small Animal Clinical Sciences

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 20, 2018

Re: New Graduate-level Certificates: 1) Specialty Veterinary Internship, and 2) Rotating Veterinary Internship

The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of two new graduate-level certificates to be delivered in the Department of Small Animal Clinical Sciences. The Graduate Programs Committee approved the proposals on October 12, 2018. The CGPS Executive Committee subsequently approved the proposals on October 19, 2018.

In the Western College of Veterinary Medicine, non-thesis master's-level programming provides graduate-level training concurrent with a veterinary residency to prepare graduates to be successful in examinations for board certification. The proposed certificate programs formalize necessary internship training required to be eligible for residency training. Introducing the new certificates and formalizing existing activities can only benefit the institution and students. The new course proposals increase course delivery, providing recognition for student and instructor activity. In addition, the proposed certificates are expected to mitigate difficulties with allowing international veterinary interns to receive training on campus.

Each of the proposed certificates includes 9 credit units of graduate-level coursework along with additional non-credit learning requirements.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- Support from the Dean, Western College of Veterinary Medicine
- The complete program proposals including catalogue descriptions
- The response to the Notice of Intent
- The Notice of Intent
- The consultation with the registrar forms

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

:kc



Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)

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

Date: October 23, 2018

Re: Proposal for two Graduate-Level Certificates: Specialty Internship and Rotating Internship

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a two certificates from the WCVI and found as follows:

Background – offering the certificates that come along with internships makes immigration much easier. The internships have existed a long time, there is momentum and makes immigration easier formalizing the course work and registering in the program.

- Would certificate programs be included in the grad programs review process? Typically in the past no, but this is a good point to consider going forward.

- Right now we are reviewing the review process so we would expect that this would be excellent timing to think about this and incorporate going forward.

- We do have a responsibility to make sure we are doing what we are tasked to do – the larger landscape that we have to ensure quality assurance, and also quality improvement

Maude Ferrari moves to approve the Graduate-Level Certificate in Veterinary Clinical Sciences – Rotating Internship and, approve the Graduate-Level Certificate in Veterinary Clinical Sciences – Specialty Internship. /**Paul Jones** ALL IN FAVOUR: CARRIED

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



Memorandum

To: Executive Committee, CGPS

Copy: Cindy Shmon, Head, Department of Small Animal Clinical Sciences

From: Graduate Programs Committee, CGPS

Date: October 12, 2018

Re: Proposals for two Graduate-Level Certificates: Specialty Internship and Rotating Internship

For the past few years, the CGPS has been in communication with the WCVM to find resolution to difficulties with international veterinary interns completing internships at the WCVM. This has led to the formalization of existing activities and the creation of two new certificate programs.

On October 12, 2018, the Graduate Programs Committee reviewed the two proposals and were satisfied that the proposals had been well prepared for certificate program delivery. Each certificate would include a requirement to complete 9 credit units of coursework, with 6 of the credit units prescribed and an elective option.

The following motions passed unanimously:

“To recommend approval of the Graduate-Level Certificate in Veterinary Clinical Sciences – Rotating Internship.”
 Loewen/Wasan CARRIED

“To recommend approval of the Graduate-Level Certificate in Veterinary Clinical Sciences – Specialty Internship.”
 Smith/Loewen CARRIED

Attached please find:

- the two complete proposals with new course proposal forms and syllabuses, including three new elective course proposals
- the formal response from the Planning & Priorities Committee of University Council
- the Notice of Intent

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

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

:kc

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7448
Facsimile: (306) 966-7314

12 October 2018

College of Graduate and Postdoctoral Studies
University of Saskatchewan

RE: Letter of support for internship certificate programs

To Whom It May Concern:

On behalf of the Western College of Veterinary Medicine, I send this letter of support for the creation of certificate programs for clinical specialty and rotating internships. These are important program proposals. Creation of these certificate programs will insure that we can continue to provide outstanding clinical training for new graduates and recruit top candidates through participation in the international matching program.

Sincerely,



Douglas A. Freeman DVM, PhD
Dean



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Rotating Small Animal Veterinary Internship

Degree(s): Graduate Veterinarian Certificate of Proficiency

Field(s) of Specialization: **Veterinary Clinical Sciences**

Level(s) of Concentration:

Small Animal Clinical Sciences

Option(s): Rotating

Degree College: College of Graduate and Postdoctoral Studies

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

Lynne Sandmeyer, Professor and Graduate Chair SACS: lynne.sandmeyer@usask.ca
306-966-1336

Cindy Shmon, Professor and Department Head SACS: cindy.shmon@usask.ca
306-966-7174

Proposed date of implementation: May 1, 2019

Proposal Document

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

1. Academic justification:

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

For over 40 years, the Small and Large Animal departments and their predecessors have offered one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small or Large Animal Clinics of the Veterinary Medical Centre. Some apply for the program because they want an additional year of mentored clinical training so they will begin their general practice career with a higher skill level. Over time, this program and similar ones offered by other accredited veterinary colleges in North America have become the first step in specialty training. They provide the majority of the candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine).

In the past, interns have been paid as employees despite attending special seminars, learning advanced clinical skills, receiving informal and formal feedback on the management of their cases. We would like to formally recognize the academic nature of this clinical training program by establishing a certificate program that recognizes the efforts devoted by these graduate veterinarians and involved faculty clinical supervisors. Recognizing the interns as full-time graduate students will also facilitate the immigration processes for non-Canadian applicants as they will be eligible for student visas.

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

This experiential clinical program, although not a recognized University program, has always had a high priority for the clinical departments in the Western College of Veterinary Medicine. It was one of the first post-D.V.M training programs the college initiated. It has been successful in promoting and supporting veterinarian's interest in advanced clinical and research training. Given one of our mandates to train veterinary specialists for Western Canada, it is an important component to achieving our mission. The experiential nature of the program allows the interns to learn advanced knowledge and clinical skills by participating in the management of clinical cases from the Veterinary Medical Centre under the supervision and mentorship of the faculty specialists and consistent with the integrated plan. Formalizing this program as an academic program recognizes the academic merit of the internship within the veterinary profession and provides recognition for the faculty who devote a significant effort to providing this training. It also facilitates the immigration process for international applicants. Participation in the North American Matching program, VIRMP, is a critical component to the competitive applicant pool we currently enjoy. Offering this program at the present time allows us to continue to participate in the matching program ensuring that we have a highly

competitive pool and can continue to rank those the best international applicants based on their merit rather than their citizenship. Having a good mixture of successful applicants from many different accredited veterinary colleges around the world helps maintain our reputation within the veterinary academic community when these candidates successfully match in residencies at other universities and ensures a diversity of knowledge and practice that benefits not only the candidates but our undergraduate students and faculty.

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

There is no particular student demographic for which the program is targeted toward. There is limited enrolment in this program. Approximately, 10 -15 % of newly graduated veterinarians apply for clinical internships making this program very competitive. Typically, almost half of the applicants each year are international citizens. Applicants from around the world apply to a number of individual programs at veterinary colleges throughout North America and then are selected through a central computerized matching program (Veterinary Intern Resident Matching Program: VIRMP) operated by the American Association of Veterinary Medical Colleges according to the preferences of the applicants and the ranking of the participating institutions.

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

This program is the first step for graduate veterinarians wishing to pursue specialty training and board certification. It is also popular amongst graduates who want an additional year of clinical training before entering general practice. It is similar to the mandatory internships in medicine but the program is optional in veterinary medicine. Similar programs are offered at most Veterinary Colleges in North America. This internship is one of 3 academic veterinary internships offered in Canada. The proposed program differs from others offered in North America as we plan to formally recognize the academic nature of this clinical training program by establishing it as a certificate program and the students will be recognized as graduate students rather than employees. Conversion of this to an academic program is believed necessary to facilitate the immigration process ensuring access for the strongest international applicants.

2. Admissions

- a. What are the admissions requirements of this program?*

Enrollment is limited to candidates selected by the department prior to admission to the College of Graduate and Postdoctoral Studies (CGPS). Application may be made directly to the department or through the Veterinary Internship and Residency Matching Program (VIRMP). To be eligible for consideration the following are required:

1. A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university

2. Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.

3. International applicants or applicants whose first language is not English must meet the English proficiency requirements set forth by the College of Graduate and Postdoctoral Studies.

Once accepted into the program, students will apply for admission to the CPGS.

3. Description of the program

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

Specific objectives:

1. Demonstrate competence in clinical reasoning and decision-making
2. Demonstrate competent technical skills in veterinary procedures
3. Demonstrate competent animal care and management
4. Demonstrate effective communication with clients, colleagues, other healthcare professionals and the public
5. Demonstrate the ability to collaborate with colleagues, clients and other team members
6. Demonstrate professionalism and professional development
7. Demonstrate compliance with legal and regulatory requirements and ensure safety in the workplace

Curricular objectives are achieved through experiential learning opportunities in addition to participation in graduate courses. Experiential learning is delivered through clinical duties in the Veterinary Medical Centre.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Experiential learning occurs in the Veterinary Medical Centre where the student is responsible for receiving and managing a wide variety of clinical cases. Students in the rotating program will rotate through the clinical services of Internal Medicine, Surgery, Emergency, Anaesthesia and Diagnostic Imaging. Students may also schedule elective rotations with other services in the hospital.

Students come to the program with varied backgrounds, knowledge, skills, and interests. The program is designed to actively engage the student in the learning process and to enhance their professional competencies and practices. Learning occurs through direct experiences in real clinical situations. The student works under direct and indirect supervision provided by veterinary specialists. Supervision provided by senior clinicians provides direction and training based on real-life clinical situations. This allows the student to develop skills and knowledge in a supportive, encouraging environment and minimizes risk. Students must also be self-directed and take responsibility to enhance their knowledge through independent study, investigation of relevant literature and practicing of technical skills.

In addition to experiential learning, the program requires completion of **9 cu of graduate course**:

Required Core courses include:

VSAC 831.3	Clinical Practice: Rotating Internship I
VSAC 832.3	Clinical Practice: Rotating Internship II
VSAC 835.3	Small Animal Emergency Medicine

Required Non-Credit courses include:

990 Seminar series
980 – Clinical practice

Additional courses required include:

- Safety Orientation for Employees
- Biosafety

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

9 cu core

VSAC 831.3	Clinical Practice: Rotating Internship I
VSAC 832.3	Clinical Practice: Rotating Internship II
VSAC 835.3	Small Animal Emergency Medicine

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

These opportunities are encountered daily within the program through the experiential learning process through supervised clinical case evaluation and management. Students practice clinical examination and must synthesize the information to determine the relevant findings. They develop skills in analysis of a wide variety of diagnostic tests and must think critically and apply their knowledge in this process. Critical thinking is also fostered through case discussions in rounds and through literature review.

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

The program is a one year experiential learning certificate program to provide graduate veterinarians with advanced clinical training and knowledge for high-quality service in veterinary medicine. Students experience primary and specialty cases within multiple disciplines (Medicine, Surgery, Diagnostic Imaging, Ophthalmology, Dermatology, Neurology, Dentistry, Anaesthesia, Oncology, Nutrition etc.). Training in communications and clinical teaching is also provided through the intern courses and exposure to research and public speaking is provided in the seminar series. The program provides the student with a broad range of knowledge and skills and

prepares the student for clinical residency/graduate degree training programs leading to board certification in a specific specialty.

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

Discovery Goals

While formal instruction will be an important component of the training program, there is substantial focus on the development of self-directed learning in the clinical environment. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought with the goal to developing strong skills as a life-long learner.

Knowledge Goals

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

Integrity Goals

Veterinary medicine is a highly regarded profession, largely because of the high standard of trust and integrity that are maintained by the self-regulating profession.

Maintenance of high moral and ethical standards is the guiding principle interwoven throughout most daily clinical activities. The Saskatchewan Veterinary Medical Association serves as an external organization through which ethical standards and morals are assessed if called into question.

Skills Goals

Communication skills will be developed and assessed on an ongoing basis. During clinical work clinicians must communicate directly with owners on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. Communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of the program.

Citizenship Goals

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

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

Not applicable. Students cannot transfer into this program.

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

The success of the program will be evaluated based on the proportion of students who successfully obtain their desired job placement or acceptance into a residency training position within 1-2 years of completion. Exit interviews and graduate satisfaction with the program will be assessed yearly. Feedback is also obtained through the VIRMP program.

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

Accreditation or certification is not available for the program. However, guidelines for internship programs are established by the VIRMP and are followed.

4. Consultation

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

The program is a formal recognition of the Veterinary internship program that has existed in the Small and Large Animal departments and their predecessors for over 40 years. Similar programs are offered by other accredited veterinary colleges in North America. Completion of this or similar programs at accredited institutions is a common pre-requisite for specialty residency training toward board certification by specialty colleges. Many of these residency training programs are offered by the departments.

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

The college faculty were consulted formally at a faculty meeting and voted in favour of the program.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Not Applicable

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

Not Applicable

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

Not Applicable

5. Budget

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

As this program already exists in a non-formalized form, all current faculty members in the department contribute in some way to the core activities. No increase in time toward the program is anticipated for any faculty member.

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

No other courses or programs will be eliminated as this is not an additional course.

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

There will be no change to teaching assignments of each unit or instructor.

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

Funds for this program, or any required reallocation of funds, are provided through the WCVI operating allocation. The College currently provides sufficient space, classrooms and lockers for the program.

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

Not applicable.

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

Not applicable.

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

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

1. Interprovincial Graduate Student Fellowship (IPGF) provides \$30-\$35K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program
2. Clinical residents and Interns Fund: provides similar funding to the IPGF scholarship for international students enrolled in internship programs at the WCVM who do not qualify for the IPGF
3. WCVM Graduate Student Enhancement Fund: a College interest earning fund that augments funding from the above mentioned funds as needed.
4. Over-expenditure in any of the above mentioned funds are the responsibility of the WCVM.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

The College currently pays as a fellowship, on behalf of interns, \$2,236 tuition per Canadian student and \$2,873 tuition per international student per year on behalf of the selected participants in the program. Standard tuition increases will apply.

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

Current direct costs of the program are approximately \$275,000. Additional costs are balanced by revenue generated through fees-for-service in the Veterinary Medical Centre (teaching hospital).

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

This is a limited enrolment program and the current enrolment is 8 Small Animal Rotating students. The numbers of positions are based on capacity for students within the

hospital. There are no specific targets for enrolment beyond these numbers. We do not anticipate minimum enrolment to be a concern in the future.

Future increases could be considered as the demand and need for the program arises.

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

This number is difficult to generate since the WCVM indirectly generates fee-for service revenue from intern learning activities in the VMC. It is expected that this program is, at a minimum, neutral with respect to cost to the college. An increase in the number of interns would generate revenue to cover any additional costs.

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

For the above reason (k), this program is independently sustainable. The College does not predict a significant level of growth at this time.

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

As stated previously, this program has been delivered in a cost neutral manner.

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

Not applicable. The program is cost neutral.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

Catalogue Description

Graduate Certificate in Small Animal Rotating Veterinary Internship

A one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small Animal Clinic of the Veterinary Medical Centre. This certificate program serves as the first step in specialty training preparing candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine).

Admission Requirements

Applicants must be accepted for an internship to be eligible for admission to the certificate program.

- A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Certificate Requirements

A minimum of 9 credit units of graduate courses including:

- VSAC 831.3: Clinical Practice Rotating Internship I
- VSAC 832.3: Clinical Practice Rotating Internship II
- VSAC 835.3: Small Animal Emergency Medicine
- VSAC 990.0
- VSAC 980.0
- Safety Orientation for Employees
- Biosafety

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: Graduate Degree-level Certificate in Veterinary Clinical Sciences – Specialty Internship

DECISION REQUESTED: *It is recommended:*

That Council approve the graduate degree-level Certificate in Veterinary Clinical Sciences- Specialty Internship, effective May 2019.

PURPOSE:

University Council is responsible for the approval of degree-level certificates for when an approved template does not exist.

DISCUSSION SUMMARY:

The Western College of Veterinary Medicine (WCVN) is recommending a graduate degree-level certificate in Veterinary Clinical Sciences – Specialty Internship to formalize existing practices in the college related to experiential clinical training programs as a first step in specialty training for newly graduated veterinarians. These specialty training programs provide the required experience for board certification in a specific specialty (such as Medical Imaging or Surgery).

WCVN will be able to offer several specialty internships in Small Animal Clinical Sciences (Zoologic, Exotic and Wildlife Medicine, Ophthalmology, Diagnostic Imaging, Small Animal Internal Medicine, Small Animal Surgery, Neurology), though it is possible that internships in other specialty will be offered in the future. The proposed Certificate in Veterinary Clinical Sciences – Specialty Internship will formalize the current clinical training provided in veterinary specialties through the granting of a degree level certificate.

Previously, interns were considered employees, despite attending seminars, learning advanced skills and receiving feedback on their performance. By recognizing the academic nature of these clinical training programs as a graduate-level certificate, WCVN will be better positioned to formally assess student performance and will better

recognize the faculty teaching associated with clinical training. Additionally, this will allow interns to be considered full-time graduate students, which will facilitate immigration processes for international students.

The Academic Programs Committee reviewed the proposal for this certificate program at its November 28, 2018 meeting and recommends that Council approve it.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval through the Tuition and Fees Authorization Policy.

ATTACHMENT:

1. Proposal for the Certificate in Veterinary Clinical Sciences – Specialty Internship

**Memorandum**

To: Kenneth Fox, Chair, Academic Programs Committee of University Council

CC: Lynne Sandmeyer, Graduate Chair, Department of Small Animal Clinical Sciences

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 20, 2018

Re: New Graduate-level Certificates: 1) Specialty Veterinary Internship, and 2) Rotating Veterinary Internship

The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of two new graduate-level certificates to be delivered in the Department of Small Animal Clinical Sciences. The Graduate Programs Committee approved the proposals on October 12, 2018. The CGPS Executive Committee subsequently approved the proposals on October 19, 2018.

In the Western College of Veterinary Medicine, non-thesis master's-level programming provides graduate-level training concurrent with a veterinary residency to prepare graduates to be successful in examinations for board certification. The proposed certificate programs formalize necessary internship training required to be eligible for residency training. Introducing the new certificates and formalizing existing activities can only benefit the institution and students. The new course proposals increase course delivery, providing recognition for student and instructor activity. In addition, the proposed certificates are expected to mitigate difficulties with allowing international veterinary interns to receive training on campus.

Each of the proposed certificates includes 9 credit units of graduate-level coursework along with additional non-credit learning requirements.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- Support from the Dean, Western College of Veterinary Medicine
- The complete program proposals including catalogue descriptions
- The response to the Notice of Intent
- The Notice of Intent
- The consultation with the registrar forms

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

:kc



Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)

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

Date: October 23, 2018

Re: Proposal for two Graduate-Level Certificates: Specialty Internship and Rotating Internship

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a two certificates from the WCVI and found as follows:

Background – offering the certificates that come along with internships makes immigration much easier. The internships have existed a long time, there is momentum and makes immigration easier formalizing the course work and registering in the program.

- Would certificate programs be included in the grad programs review process? Typically in the past no, but this is a good point to consider going forward.

- Right now we are reviewing the review process so we would expect that this would be excellent timing to think about this and incorporate going forward.

- We do have a responsibility to make sure we are doing what we are tasked to do – the larger landscape that we have to ensure quality assurance, and also quality improvement

Maude Ferrari moves to approve the Graduate-Level Certificate in Veterinary Clinical Sciences – Rotating Internship and, approve the Graduate-Level Certificate in Veterinary Clinical Sciences – Specialty Internship. /**Paul Jones** ALL IN FAVOUR: CARRIED

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



Memorandum

To: Executive Committee, CGPS

Copy: Cindy Shmon, Head, Department of Small Animal Clinical Sciences

From: Graduate Programs Committee, CGPS

Date: October 12, 2018

Re: Proposals for two Graduate-Level Certificates: Specialty Internship and Rotating Internship

For the past few years, the CGPS has been in communication with the WCVM to find resolution to difficulties with international veterinary interns completing internships at the WCVM. This has led to the formalization of existing activities and the creation of two new certificate programs.

On October 12, 2018, the Graduate Programs Committee reviewed the two proposals and were satisfied that the proposals had been well prepared for certificate program delivery. Each certificate would include a requirement to complete 9 credit units of coursework, with 6 of the credit units prescribed and an elective option.

The following motions passed unanimously:

“To recommend approval of the Graduate-Level Certificate in Veterinary Clinical Sciences – Rotating Internship.”

Loewen/Wasan CARRIED

“To recommend approval of the Graduate-Level Certificate in Veterinary Clinical Sciences – Specialty Internship.”

Smith/Loewen CARRIED

Attached please find:

- the two complete proposals with new course proposal forms and syllabuses, including three new elective course proposals
- the formal response from the Planning & Priorities Committee of University Council
- the Notice of Intent

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

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

:kc

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7448
Facsimile: (306) 966-7314

12 October 2018

College of Graduate and Postdoctoral Studies
University of Saskatchewan

RE: Letter of support for internship certificate programs

To Whom It May Concern:

On behalf of the Western College of Veterinary Medicine, I send this letter of support for the creation of certificate programs for clinical specialty and rotating internships. These are important program proposals. Creation of these certificate programs will insure that we can continue to provide outstanding clinical training for new graduates and recruit top candidates through participation in the international matching program.

Sincerely,



Douglas A. Freeman DVM, PhD
Dean

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Specialty Internship in Veterinary Medicine

Degree(s): Graduate Veterinarian Certificate of Proficiency in Veterinary Specialty

Field(s) of Specialization: Veterinary Clinical Sciences

Level(s) of Concentration:

Zoological and Exotic Animal Clinical Sciences

Diagnostic Imaging

Comparative Ophthalmology

Small Animal Medicine

Neurology

Anesthesia

Small Animal Surgery

Small Animal Dentistry

Small Animal Nutrition

Option(s): Specialty –related

Degree College: College of Graduate and Postdoctoral Studies

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

Lynne Sandmeyer, Professor and Graduate Chair SACS: lynne.sandmeyer@usask.ca
306-966-1336

Cindy Shmon, Professor and Department Head SACS: cindy.shmon@usask.ca
306-966-7174

Proposed date of implementation: May 1, 2019

Proposal Document

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

1. Academic justification:

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

For over 40 years, the Small and Large Animal departments and their predecessors have offered one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small Animal Clinic of the Veterinary Medical Centre. Over time, this program and similar ones offered by other accredited veterinary colleges in North America have become the first step in specialty training. They provide the majority of the candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine). Recently, as competition has increased for these highly coveted residency training programs, a more specialty- focused clinical experience in a specific discipline (specialty internships) have developed to build the knowledge, skills and clinical experience in the applicant pools and offer candidates to become a more competitive applicant. We currently offer several specialty internships in Small Animal Clinical Sciences (Zoologic, Exotic and Wildlife Medicine, Ophthalmology, Diagnostic Imaging, and Small Animal Internal Medicine, Small Animal Surgery, Neurology) however it is possible that internships in other specialties will be offered in the future (Small Animal Dentistry, Nutrition, and Anesthesia).

In the past, interns have been paid as employees despite attending special seminars, learning advanced clinical skills, receiving informal and formal feedback on the management of their cases. We would like to formally recognize the academic nature of this clinical training program by establishing a certificate program that recognizes the efforts devoted by these graduate veterinarians and involved faculty clinical supervisors. Recognizing the interns as full-time graduate students will also facilitate the immigration processes for non-Canadian applicants as they will be eligible for student visas.

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

This experiential clinical program, although not a recognized University program, has always had a high priority for the clinical departments in the Western College of Veterinary Medicine. It has been successful in promoting and supporting veterinarian's interest in advanced clinical and research training. Given one of our mandates to train veterinary specialists for Western Canada, it is an

important component to achieving our mission. The experiential nature of the program allows the interns to learn advanced knowledge and clinical skills by participating in the management of clinical cases from the Veterinary Medical Centre under the supervision and mentorship of the faculty specialists and consistent with the integrated plan. Formalizing this program as an academic program recognizes the academic merit of the internship within the veterinary profession and provides recognition for the faculty who devote a significant effort to providing this training. It also facilitates the immigration process for international applicants. Participation in the North American Matching program, VIRMP, is a critical component to the competitive applicant pool we currently enjoy. Offering this program at the present time allows us to continue to participate in the matching program ensuring that we have a highly competitive pool and can continue to rank those the best international applicants based on their merit rather than their citizenship. Having a good mixture of successful applicants from many different accredited veterinary colleges around the world helps maintain our reputation within the veterinary academic community when these candidates successfully match in residencies at other universities and ensures a diversity of knowledge and practice that benefits not only the candidates but our undergraduate students and faculty.

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

There is no particular student demographic for which the program is targeted toward. There is limited enrolment in this program. Typically, at least half of the applicants each year are international citizens. For most programs applicants from around the world apply to a number of individual programs at veterinary colleges throughout North America and then are selected through a central computerized matching program (Veterinary Intern Resident Matching Program: VIRMP) operated by the American Association of Veterinary Medical Colleges according to the preferences of the applicants and the ranking of the participating institutions. For some specialty programs, applicants apply directly to the department and are selected through an interview process.

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

This program is one of the first steps for graduate veterinarians wishing to pursue specialty training and board certification. Similar specialty internship programs are offered at Veterinary Colleges in North America. Within Canada specialty internships are offered at 2 veterinary colleges (the WCVM and the Ontario Veterinary College). The proposed program differs from others offered in North America as we plan to formally recognize the academic nature of this clinical training program by establishing it as a certificate program and the students will be recognized as graduate students rather than employees. Conversion of this to an academic program is believed necessary to facilitate the immigration process ensuring access for the strongest international applicants.

2. Admissions

- a. What are the admissions requirements of this program?*

Enrollment is limited to candidates selected by the department prior to admission to the College of Graduate and Postdoctoral Studies (CGPS). Application may be made directly to the department or through the Veterinary Internship and Residency Matching Program (VIRMP). To be eligible for consideration the following are required:

1. A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university
2. Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.
3. International applicants or applicants whose first language is not English must meet the English proficiency requirements set forth by the College of Graduate and Postdoctoral Studies.

Once accepted into the program, students will apply for admission to the CPGS.

3. Description of the program

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

Specific objectives:

1. Demonstrate competence in clinical reasoning and decision-making related to the specialty
2. Demonstrate competent technical skills in veterinary procedures related to the specialty
3. Demonstrate competent animal care and management
4. Demonstrate effective communication with clients, colleagues, other healthcare professionals and the public
5. Demonstrate the ability to collaborate with colleagues, clients and other team members
6. Demonstrate professionalism and professional development
7. Demonstrate compliance with legal and regulatory requirements and ensure safety in the workplace

Curricular objectives are achieved through experiential learning opportunities in addition to participation in graduate courses. Experiential learning is delivered through clinical duties in the Veterinary Medical Centre.

- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Experiential learning occurs in the Veterinary Medical Centre where the student is responsible for receiving and managing a wide variety of clinical cases. Students in specialty service programs (Zoologic, Exotic and Wildlife Medicine, Ophthalmology, Diagnostic Imaging, Small Animal Medicine, Small Animal Surgery, Small animal Dentistry, Small Animal Nutrition, Neurology, and Anesthesia) will spend the majority of their time with the primary specialty service but may schedule elective rotations in other services.

Students come to the program with varied backgrounds, knowledge, skills, and interests. The program is designed to actively engage the student in the learning process and to enhance their professional competencies and practices. Learning occurs through direct experiences in real clinical situations. The student works under direct and indirect supervision provided by veterinary specialists. Supervision provided by senior clinicians provides direction and training based on real-life clinical situations. This allows the student to develop skills and knowledge in a supportive, encouraging environment and minimizes risk. Students must also be self-directed and take responsibility to enhance their knowledge through independent study, investigation of relevant literature and practicing of technical skills.

In addition to experiential learning, the program requires completion of **9 cu of graduate courses**:

Required Core courses include:

VSAC 825.3	Clinical practice: Specialty Internship I
VSAC 826.3	Clinical practice: Specialty Internship II
3 cu elective	

Required Non-Credit courses include:

990 Seminar series
980 Clinical practice

Additional courses required include:

- Safety Orientation for Employees
- Biosafety

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

6 cu Core:

VSAC 825.3	Clinical practice: Specialty Internship I
VSAC 826.3	Clinical practice: Specialty Internship II

3 cu of Optional courses which may include any graduate level course. Some recommended:

VSAC 828.3	Scientific Writing in Clinical Sciences
VSAC 835.3	Small Animal Emergency Medicine
VSAC 829.3	Professional Development Skills
VSAC 898.3	Special Topics

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

These opportunities are encountered daily within the program through the experiential learning process through supervised clinical case evaluation and management. Students practice clinical examination and must synthesize the information to determine the relevant

findings. They develop skills in analysis of a wide variety of diagnostic tests and must think critically and apply their knowledge in this process. Critical thinking is also fostered through case discussions in rounds and through literature review.

e. Explain the comprehensive breadth of the program.

The program is focused on development of clinical knowledge and skills, exceeding those of an entry-level veterinarian within a specific specialty (e.g. Exotics and Zoological Medicine, Ophthalmology, Diagnostic Imaging, or Small Animal Internal Medicine, Small Animal Surgery, Small Animal Dentistry, Small Animal Nutrition, Neurology, Anaesthesia) Students experience primary and specialty cases in the discipline of focus. Training in communications and clinical teaching is also provided through the intern courses and exposure to research and public speaking is provided in the seminar series. The program deepens the knowledge and skills within the specialty discipline and this further prepares the student for clinical residency/graduate degree training programs leading to board certification in the specific specialty.

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

Discovery Goals

While formal instruction will be an important component of the training program, there is substantial focus on the development of self-directed learning in the clinical environment. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought with the goal to developing strong skills as a life-long learner.

Knowledge Goals

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

Integrity Goals

Veterinary medicine is a highly regarded profession, largely because of the high standard of trust and integrity that are maintained by the self-regulating profession.

Maintenance of high moral and ethical standards is the guiding principle interwoven throughout most daily clinical activities. The Saskatchewan Veterinary Medical Association serves as an external organization through which ethical standards and morals are assessed if called into question.

Skills Goals

Communication skills will be developed and assessed on an ongoing basis. During clinical work clinicians must communicate directly with owners on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. Communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of the program.

Citizenship Goals

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

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

Not applicable. Students cannot transfer into this program.

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

The success of the program will be evaluated based on the proportion of students who successfully obtain their desired job placement or acceptance into a residency training position within 1-2 years of completion. Exit interviews and graduate satisfaction with the program will be assessed yearly. Feedback is also obtained through the VIRMP program.

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

Accreditation or certification is not available for the program. However, guidelines for some specialty internship programs are established by the VIRMP and are followed.

4. Consultation

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

The program is a formal recognition of the Veterinary internship program that has existed in the Small and Large Animal departments and their predecessors for over 40 years. Similar programs are offered by other accredited veterinary colleges in North America. Completion of this or similar programs at accredited institutions is a common pre-requisite for specialty residency training toward board certification by specialty colleges. Many of these residency training programs are offered by the departments.

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

The college faculty were consulted formally at a faculty meeting and voted in favour of the proposal.

- c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Not Applicable

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

Not Applicable

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

Not Applicable

5. Budget

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

As this program already exists in a non-formalized form, all current faculty members in the department contribute in some way to the core activities. No increase in time toward the program is anticipated for any faculty member.

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

No other courses or programs will be eliminated as this is not an additional course.

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

There will be no change to teaching assignments of each unit or instructor.

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

Funds for this program, or any required reallocation of funds, are provided through the WCVM operating allocation. The College currently provides sufficient space, classrooms and lockers for the program.

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

Not applicable.

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

Not applicable.

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

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

1. Interprovincial Graduate Student Fellowship (IPGF) provides \$30-\$35K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program
2. Clinical residents and Interns Fund: provides similar funding to the IPGF scholarship for international students enrolled in internship programs at the WCVM who do not qualify for the IPGF
3. WCVM Graduate Student Enhancement Fund: a College interest earning fund that augments funding from the above mentioned funds as needed.
4. Over-expenditure in any of the above mentioned funds are the responsibility of the WCVM.

- h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

The College currently pays as a fellowship, on behalf of interns, \$2,236 tuition per Canadian student and \$2,873 tuition per international student per year on behalf of selected participants in the program. Standard tuition increases will apply.

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

Current direct costs of the program are approximately \$275,000. Additional costs are balanced by revenue generated through fees-for-service in the Veterinary Medical Centre (teaching hospital).

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

This is a limited enrolment program and the current enrolment is 7 students. The numbers of positions are based on capacity for students within the hospital. There are no specific targets for enrolment beyond these numbers. We do not anticipate minimum enrolment to be a concern in the future.

Future increases could be considered as the demand and need for the program arises.

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

This number is difficult to generate since the WCVI indirectly generates fee-for service revenue from intern learning activities in the VMC. It is expected that this program is, at a minimum, neutral with respect to cost to the college. An increase in the number of interns would generate revenue to cover any additional costs.

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

For the above reason (k), this program is independently sustainable. The College does not predict a significant level of growth at this time.

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

As stated previously, this program has been delivered in a cost neutral manner.

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting incremental program costs. Please identify if any*

indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program

Not applicable. The program is cost neutral.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

- Information Technology Requirements form

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

Catalogue Description

Graduate Certificate in Small Animal Specialty Veterinary Internship

A one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small Animal Clinic of the Veterinary Medical Centre. This certificate program serves as the first step in specialty training preparing candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine).

Admission Requirements

Applicants must be accepted for an internship to be eligible for admission to the certificate program.

- A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Certificate Requirements

A minimum of 9 credit units of graduate courses including:

- VSAC 825.3: Clinical Practice Specialty Internship I
- VSAC 826.3: Clinical Practice Specialty Internship II
- 3 cu elective
- VSAC 990.0
- VSAC 980.0
- Safety Orientation for Employees
- Biosafety

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 825.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IF/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 826.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered		Course is to be offered			
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IF/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Rotating Small Animal Veterinary Internship

Degree(s): Graduate Veterinarian Certificate of Proficiency

Field(s) of Specialization: **Veterinary Clinical Sciences**

Level(s) of Concentration:

Small Animal Clinical Sciences

Option(s): Rotating

Degree College: College of Graduate and Postdoctoral Studies

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

Lynne Sandmeyer, Professor and Graduate Chair SACS: lynne.sandmeyer@usask.ca
306-966-1336

Cindy Shmon, Professor and Department Head SACS: cindy.shmon@usask.ca
306-966-7174

Proposed date of implementation: May 1, 2019

Proposal Document

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

1. Academic justification:

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

For over 40 years, the Small and Large Animal departments and their predecessors have offered one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small or Large Animal Clinics of the Veterinary Medical Centre. Some apply for the program because they want an additional year of mentored clinical training so they will begin their general practice career with a higher skill level. Over time, this program and similar ones offered by other accredited veterinary colleges in North America have become the first step in specialty training. They provide the majority of the candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine).

In the past, interns have been paid as employees despite attending special seminars, learning advanced clinical skills, receiving informal and formal feedback on the management of their cases. We would like to formally recognize the academic nature of this clinical training program by establishing a certificate program that recognizes the efforts devoted by these graduate veterinarians and involved faculty clinical supervisors. Recognizing the interns as full-time graduate students will also facilitate the immigration processes for non-Canadian applicants as they will be eligible for student visas.

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

This experiential clinical program, although not a recognized University program, has always had a high priority for the clinical departments in the Western College of Veterinary Medicine. It was one of the first post-D.V.M training programs the college initiated. It has been successful in promoting and supporting veterinarian's interest in advanced clinical and research training. Given one of our mandates to train veterinary specialists for Western Canada, it is an important component to achieving our mission. The experiential nature of the program allows the interns to learn advanced knowledge and clinical skills by participating in the management of clinical cases from the Veterinary Medical Centre under the supervision and mentorship of the faculty specialists and consistent with the integrated plan. Formalizing this program as an academic program recognizes the academic merit of the internship within the veterinary profession and provides recognition for the faculty who devote a significant effort to providing this training. It also facilitates the immigration process for international applicants. Participation in the North American Matching program, VIRMP, is a critical component to the competitive applicant pool we currently enjoy. Offering this program at the present time allows us to continue to participate in the matching program ensuring that we have a highly

competitive pool and can continue to rank those the best international applicants based on their merit rather than their citizenship. Having a good mixture of successful applicants from many different accredited veterinary colleges around the world helps maintain our reputation within the veterinary academic community when these candidates successfully match in residencies at other universities and ensures a diversity of knowledge and practice that benefits not only the candidates but our undergraduate students and faculty.

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

There is no particular student demographic for which the program is targeted toward. There is limited enrolment in this program. Approximately, 10 -15 % of newly graduated veterinarians apply for clinical internships making this program very competitive. Typically, almost half of the applicants each year are international citizens. Applicants from around the world apply to a number of individual programs at veterinary colleges throughout North America and then are selected through a central computerized matching program (Veterinary Intern Resident Matching Program: VIRMP) operated by the American Association of Veterinary Medical Colleges according to the preferences of the applicants and the ranking of the participating institutions.

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

This program is the first step for graduate veterinarians wishing to pursue specialty training and board certification. It is also popular amongst graduates who want an additional year of clinical training before entering general practice. It is similar to the mandatory internships in medicine but the program is optional in veterinary medicine. Similar programs are offered at most Veterinary Colleges in North America. This internship is one of 3 academic veterinary internships offered in Canada. The proposed program differs from others offered in North America as we plan to formally recognize the academic nature of this clinical training program by establishing it as a certificate program and the students will be recognized as graduate students rather than employees. Conversion of this to an academic program is believed necessary to facilitate the immigration process ensuring access for the strongest international applicants.

2. Admissions

- a. *What are the admissions requirements of this program?*

Enrollment is limited to candidates selected by the department prior to admission to the College of Graduate and Postdoctoral Studies (CGPS). Application may be made directly to the department or through the Veterinary Internship and Residency Matching Program (VIRMP). To be eligible for consideration the following are required:

1. A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university

2. Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.

3. International applicants or applicants whose first language is not English must meet the English proficiency requirements set forth by the College of Graduate and Postdoctoral Studies.

Once accepted into the program, students will apply for admission to the CPGS.

3. Description of the program

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

Specific objectives:

1. Demonstrate competence in clinical reasoning and decision-making
2. Demonstrate competent technical skills in veterinary procedures
3. Demonstrate competent animal care and management
4. Demonstrate effective communication with clients, colleagues, other healthcare professionals and the public
5. Demonstrate the ability to collaborate with colleagues, clients and other team members
6. Demonstrate professionalism and professional development
7. Demonstrate compliance with legal and regulatory requirements and ensure safety in the workplace

Curricular objectives are achieved through experiential learning opportunities in addition to participation in graduate courses. Experiential learning is delivered through clinical duties in the Veterinary Medical Centre.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Experiential learning occurs in the Veterinary Medical Centre where the student is responsible for receiving and managing a wide variety of clinical cases. Students in the rotating program will rotate through the clinical services of Internal Medicine, Surgery, Emergency, Anaesthesia and Diagnostic Imaging. Students may also schedule elective rotations with other services in the hospital.

Students come to the program with varied backgrounds, knowledge, skills, and interests. The program is designed to actively engage the student in the learning process and to enhance their professional competencies and practices. Learning occurs through direct experiences in real clinical situations. The student works under direct and indirect supervision provided by veterinary specialists. Supervision provided by senior clinicians provides direction and training based on real-life clinical situations. This allows the student to develop skills and knowledge in a supportive, encouraging environment and minimizes risk. Students must also be self-directed and take responsibility to enhance their knowledge through independent study, investigation of relevant literature and practicing of technical skills.

In addition to experiential learning, the program requires completion of **9 cu of graduate course**:

Required Core courses include:

VSAC 831.3	Clinical Practice: Rotating Internship I
VSAC 832.3	Clinical Practice: Rotating Internship II
VSAC 835.3	Small Animal Emergency Medicine

Required Non-Credit courses include:

990 Seminar series
980 – Clinical practice

Additional courses required include:

- Safety Orientation for Employees
- Biosafety

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

9 cu core

VSAC 831.3	Clinical Practice: Rotating Internship I
VSAC 832.3	Clinical Practice: Rotating Internship II
VSAC 835.3	Small Animal Emergency Medicine

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

These opportunities are encountered daily within the program through the experiential learning process through supervised clinical case evaluation and management. Students practice clinical examination and must synthesize the information to determine the relevant findings. They develop skills in analysis of a wide variety of diagnostic tests and must think critically and apply their knowledge in this process. Critical thinking is also fostered through case discussions in rounds and through literature review.

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

The program is a one year experiential learning certificate program to provide graduate veterinarians with advanced clinical training and knowledge for high-quality service in veterinary medicine. Students experience primary and specialty cases within multiple disciplines (Medicine, Surgery, Diagnostic Imaging, Ophthalmology, Dermatology, Neurology, Dentistry, Anaesthesia, Oncology, Nutrition etc.). Training in communications and clinical teaching is also provided through the intern courses and exposure to research and public speaking is provided in the seminar series. The program provides the student with a broad range of knowledge and skills and

prepares the student for clinical residency/graduate degree training programs leading to board certification in a specific specialty.

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

Discovery Goals

While formal instruction will be an important component of the training program, there is substantial focus on the development of self-directed learning in the clinical environment. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought with the goal to developing strong skills as a life-long learner.

Knowledge Goals

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

Integrity Goals

Veterinary medicine is a highly regarded profession, largely because of the high standard of trust and integrity that are maintained by the self-regulating profession.

Maintenance of high moral and ethical standards is the guiding principle interwoven throughout most daily clinical activities. The Saskatchewan Veterinary Medical Association serves as an external organization through which ethical standards and morals are assessed if called into question.

Skills Goals

Communication skills will be developed and assessed on an ongoing basis. During clinical work clinicians must communicate directly with owners on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. Communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of the program.

Citizenship Goals

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

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

Not applicable. Students cannot transfer into this program.

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

The success of the program will be evaluated based on the proportion of students who successfully obtain their desired job placement or acceptance into a residency training position within 1-2 years of completion. Exit interviews and graduate satisfaction with the program will be assessed yearly. Feedback is also obtained through the VIRMP program.

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

Accreditation or certification is not available for the program. However, guidelines for internship programs are established by the VIRMP and are followed.

4. Consultation

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

The program is a formal recognition of the Veterinary internship program that has existed in the Small and Large Animal departments and their predecessors for over 40 years. Similar programs are offered by other accredited veterinary colleges in North America. Completion of this or similar programs at accredited institutions is a common pre-requisite for specialty residency training toward board certification by specialty colleges. Many of these residency training programs are offered by the departments.

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

The college faculty were consulted formally at a faculty meeting and voted in favour of the program.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Not Applicable

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

Not Applicable

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

Not Applicable

5. Budget

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

As this program already exists in a non-formalized form, all current faculty members in the department contribute in some way to the core activities. No increase in time toward the program is anticipated for any faculty member.

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

No other courses or programs will be eliminated as this is not an additional course.

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

There will be no change to teaching assignments of each unit or instructor.

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

Funds for this program, or any required reallocation of funds, are provided through the WCVM operating allocation. The College currently provides sufficient space, classrooms and lockers for the program.

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

Not applicable.

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

Not applicable.

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

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

1. Interprovincial Graduate Student Fellowship (IPGF) provides \$30-\$35K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program
2. Clinical residents and Interns Fund: provides similar funding to the IPGF scholarship for international students enrolled in internship programs at the WCVM who do not qualify for the IPGF
3. WCVM Graduate Student Enhancement Fund: a College interest earning fund that augments funding from the above mentioned funds as needed.
4. Over-expenditure in any of the above mentioned funds are the responsibility of the WCVM.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

The College currently pays as a fellowship, on behalf of interns, \$2,236 tuition per Canadian student and \$2,873 tuition per international student per year on behalf of the selected participants in the program. Standard tuition increases will apply.

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

Current direct costs of the program are approximately \$275,000. Additional costs are balanced by revenue generated through fees-for-service in the Veterinary Medical Centre (teaching hospital).

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

This is a limited enrolment program and the current enrolment is 8 Small Animal Rotating students. The numbers of positions are based on capacity for students within the

hospital. There are no specific targets for enrolment beyond these numbers. We do not anticipate minimum enrolment to be a concern in the future.

Future increases could be considered as the demand and need for the program arises.

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

This number is difficult to generate since the WCVM indirectly generates fee-for service revenue from intern learning activities in the VMC. It is expected that this program is, at a minimum, neutral with respect to cost to the college. An increase in the number of interns would generate revenue to cover any additional costs.

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

For the above reason (k), this program is independently sustainable. The College does not predict a significant level of growth at this time.

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

As stated previously, this program has been delivered in a cost neutral manner.

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

Not applicable. The program is cost neutral.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

Catalogue Description

Graduate Certificate in Small Animal Rotating Veterinary Internship

A one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small Animal Clinic of the Veterinary Medical Centre. This certificate program serves as the first step in specialty training preparing candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine).

Admission Requirements

Applicants must be accepted for an internship to be eligible for admission to the certificate program.

- A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Certificate Requirements

A minimum of 9 credit units of graduate courses including:

- VSAC 831.3: Clinical Practice Rotating Internship I
- VSAC 832.3: Clinical Practice Rotating Internship II
- VSAC 835.3: Small Animal Emergency Medicine
- VSAC 990.0
- VSAC 980.0
- Safety Orientation for Employees
- Biosafety

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 831.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date



COURSE SYLLABUS

COURSE TITLE:	Clinical Practice: Rotating Internship 1	
COURSE CODE:	VSAC 831.3	TERM: 1
COURSE CREDITS:	3	DELIVERY: Clinical Training and Seminar
CLASS SECTION:	NA	START DATE: 2018
CLASS LOCATION:		LAB LOCATION:
CLASS TIME:		LAB TIME:
WEBSITE:		

Course Description

This course provides advanced clinical training for graduate students enrolled in a SACS clinical rotating internship with Certificate of Proficiency in Veterinary Medicine. The goal of this course is to assist in preparation for clinical practice or residency training, to facilitate development of critical thinking and problem solving skills, to foster a culture of academic inquiry based on clinical experiences, to instruct students in the critical review of veterinary literature and to develop the students' presentation and discussion skills. In addition to clinical training received as a component of daily clinical practice, students receive formal instruction in the form of journal club/textbook rounds/topic discussions. Grading is based on the students' performance of their clinical duties, their participation and performance in structured instructional sessions.

Prerequisites

A DVM or equivalent degree and enrolment in a clinical rotating internship Certificate of Proficiency program.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

By the completion of this course, students will be expected to:

1. Demonstrate competence in clinical reasoning and decision-making

2. Demonstrate competent technical skills in common veterinary procedures
3. Demonstrate competent animal care and management
4. Demonstrate effective communication with clients, colleagues, other healthcare professionals and the public
5. Demonstrate the ability to collaborate with colleagues, clients and other team members
6. Demonstrate professionalism and professional development
7. Demonstrate compliance with legal and regulatory requirements and ensure safety in the workplace

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

Course Overview

The majority of instruction in this course is received as part of the daily interaction between graduate students and faculty working together on clinical cases. The intern spends the majority of time on clinical duty and students are expected to take responsibility for their education, to engage in self-directed learning and to seek out learning opportunities such as student rounds, and group discussions.

As part of their clinical training, students are expected to participate in the provision of after-hours emergency duty, phone consultation with clients and referring veterinarians, and teaching of the 4th year undergraduate veterinary students on clinical rotations. Clinical rounds represent the means of formal instruction in this course, and generally take place on a daily basis. Journal reading rounds occur on a monthly basis.

Midterm and Final Examination Scheduling

There are no midterm or final examinations in this course.

Instructor Information

Contact Information

Questions can be forwarded to individual instructors via email or to the SACS office via email to carol.wilson@usask.ca

Room 2529 Western College of Veterinary Medicine. Tel: 306-966-7086

Office Hours

Mon-Friday 8:00-4:30.

Instructor Profile

Multiple instructors are involved in delivery of this course. Individual instructors may change from year to year based on assigned duties within the department of SACS.

Required Resources

There are no required resources. Students may access various textbooks and literature through the University Library.

Grading Scheme

Interns rotate regularly through the small animal medicine, surgery, and emergency services. Rotations also occur through anesthesia and medical imaging in addition to various elective rotations. While with these services the interns also attend and participate in teaching rounds, journal clubs, seminars, related to the service. Interns are expected to develop competencies related to the learning objectives.

Interns will be evaluated every 3 months by the supervisors utilizing an evaluation system developed for the program. This evaluation system is based on the American Association of Veterinary Medical Colleges (AAVMC) competency based veterinary education (CBVE) framework and includes progressive milestones, which are expected for the stage of the program.

Information on literal descriptors for grading graduate students at the University of Saskatchewan can be found at: <http://www.usask.ca/cgsr/policy-and-procedure/examinations.php-1>.

Evaluation Components

Internship Program Performance: Evaluations are at 3 and 6 months after enrolment in the program.

Value: 25% for the 3 month evaluation, 75% for the 6 month evaluation.

Type: formal written evaluation is provided.

Description: Students must demonstrate an appropriate level of proficiency in core competencies defined for the stage of the program.

Criteria That Must Be Met to Pass

Students must obtain a minimum average of 60% overall in order to pass the course.

Students who have a failing grade in any evaluation will be placed on probation. They will be given appropriate time to improve their competency and will be re-evaluated. If they fail the re-evaluation they will fail the program.

Attendance Expectations

Interns must fulfill their clinical duties including after-hours emergency duties. Interns must attend all journal club and case round sessions unless they are officially excused. Showing up late repeatedly (more than twice per term) may result in deduction of marks.

Participation

Students are expected to participate meaningfully in journal club and rounds discussions and contribute meaningfully to the discussions.

Experiential Learning

Students are expected to take an active role in their education and there is an expectation for a significant amount of independent study. Students will work with all the faculty members involved in supervision of clinical rotations. Evaluation of experiential learning will be based on demonstration of clinical knowledge and skills.

Recording of the Course

Recording is not permitted.

Copyright

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit [usask.ca/copyright](http://www.usask.ca/copyright) where there is information for students available at <http://www.usask.ca/copyright/students/rights/index.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Student Feedback

Formative and summative feedback will be gathered by the department on a bi-annual basis. Instructors will review feedback provided and discuss possible alterations to the course based on this information.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all

international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

College Supports

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Other Acknowledgements

Course Contributor(s)

Members of the Department of Small Animal Clinical Sciences.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 832.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered		Course is to be offered			
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IF/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/ programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date



COURSE SYLLABUS

COURSE TITLE:	Clinical Practice: Rotating Internship 2	
COURSE CODE:	VSAC 832.3.3	TERM: 2
COURSE CREDITS:	3	DELIVERY: Clinical Training and Seminar
CLASS SECTION:	NA	START DATE: 2018
CLASS LOCATION:		LAB LOCATION:
CLASS TIME:		LAB TIME:
WEBSITE:		

Course Description

This course provides advanced clinical training for graduate students enrolled in a SACS clinical rotating internship with Certificate of Proficiency in Veterinary Medicine. The goal of this course is to assist in preparation for clinical practice or residency training, to facilitate development of critical thinking and problem solving skills, to foster a culture of academic inquiry based on clinical experiences, to instruct students in the critical review of veterinary literature and to develop the students' presentation and discussion skills. In addition to clinical training received as a component of daily clinical practice, students receive formal instruction in the form of journal club/textbook rounds/topic discussions. Grading is based on the students' performance of their clinical duties, their participation and performance in structured instructional sessions.

Prerequisites

A DVM or equivalent degree and enrolment in a clinical rotating internship Certificate of Proficiency program. Successful completion of Clinical Practice: Rotating Internship 1.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

It is expected that the levels of competence obtained in this course will build on those developed in the Clinical Practice Rotating Internship 1. By the completion of this course, students will be expected to:

1. Demonstrate competence in clinical reasoning and decision-making
2. Demonstrate competent technical skills in common veterinary procedures
3. Demonstrate competent and responsive animal care and management
4. Demonstrate effective communication with clients, colleagues, other healthcare professionals and the public
5. Demonstrate the ability to collaborate with colleagues, clients and other team members
6. Demonstrate professionalism and professional development
7. Demonstrate compliance with legal and regulatory requirements and ensure safety in the workplace

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

Course Overview

The majority of instruction in this course is received as part of the daily interaction between graduate students and faculty working together on clinical cases. The intern spends the majority of time on clinical duty and students are expected to take responsibility for their education, to engage in self-directed learning and to seek out learning opportunities such as student rounds, and group discussions.

As part of their clinical training, students are expected to participate in the provision of after-hours emergency duty, phone consultation with clients and referring veterinarians, and teaching of the 4th year undergraduate veterinary students on clinical rotations. Clinical rounds represent the means of formal instruction in this course, and generally take place on a daily basis. Journal reading rounds occur on a monthly basis.

Midterm and Final Examination Scheduling

There are no midterm or final examinations in this course.

Instructor Information

Contact Information

Questions can be forwarded to individual instructors via email or to the SACS office via email to carol.wilson@usask.ca

Room 2529 Western College of Veterinary Medicine. Tel: 306-966-7086

Office Hours

Mon-Friday 8:00-4:30.

Instructor Profile

Multiple instructors are involved in delivery of this course. Individual instructors may change from year to year based on assigned duties within the department of SACS.

Required Resources

There are no required resources. Students may access various textbooks and literature through the University Library.

Grading Scheme

Interns rotate regularly through the small animal medicine, surgery, and emergency services. Rotations also occur through anesthesia and medical imaging in addition to various elective

rotations. While with these services the interns also attend and participate in teaching rounds, journal clubs, seminars, related to the service. Interns are expected to develop competencies related to the learning objectives.

Interns will be evaluated every 3 months by the supervisors utilizing an evaluation system developed for the program. This evaluation system is based on the American Association of Veterinary Medical Colleges (AAVMC) competency based veterinary education (CBVE) framework and includes progressive milestones, which are expected for the stage of the program.

Information on literal descriptors for grading graduate students at the University of Saskatchewan can be found at: <http://www.usask.ca/cgsr/policy-and-procedure/examinations.php-1>.

Evaluation Components

Internship Program Performance: Evaluations occur every 3 months

Value: 50% for each evaluation.

Type: formal written evaluation is provided.

Description: Students must demonstrate an appropriate level of proficiency in core competencies defined for the stage of the program.

Criteria That Must Be Met to Pass

Students must obtain a minimum average of 60% overall in order to pass the course.

Students who have a failing grade in any evaluation will be placed on probation. They will be given appropriate time to improve their competency and will be re-evaluated. If they fail the re-evaluation they will fail the program.

Attendance Expectations

Interns must fulfill their clinical duties including after-hours duties. Interns must attend all journal club and case round sessions unless they are officially excused. Showing up late repeatedly (more than twice per term) may result in deduction of marks.

Participation

Students are expected to participate meaningfully in journal club and clinical rounds and contribute meaningfully to the discussions.

Experiential Learning

Students are expected to take an active role in their education and there is an expectation for a significant amount of independent study. Students will work with all the faculty members involved in supervision of clinical rotations. Evaluation of experiential learning will be based on demonstration of clinical knowledge and skills.

Recording of the Course

Recording is not permitted.

Copyright

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit usask.ca/copyright where there is information for students available at <http://www.usask.ca/copyright/students/rights/index.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Student Feedback

Formative and summative feedback will be gathered by the department on a bi-annual basis. Instructors will review feedback provided and discuss possible alterations to the course based on this information.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

College Supports

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Other Acknowledgements

Course Contributor(s)

Members of the Department of Small Animal Clinical Sciences.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 835.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered		Course is to be offered			
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IF/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head	Signature	College Approval Date
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COURSE SYLLABUS

COURSE TITLE:	Small Animal Clinical Intern Emergency Medicine		
COURSE CODE:	VSAC. 835.3	TERM:	1
COURSE CREDITS:	3	DELIVERY:	Lecture and Laboratory
CLASS SECTION:	Variable	START DATE:	July – September
CLASS LOCATION:	TBA	LAB LOCATION:	TBA
CLASS TIME:	8:30-9:30 am M-F	LAB TIME:	TBA
WEBSITE:			

Course Description

This course provides comprehensive instruction in diagnostic and therapeutic procedures for a variety of emergency and critical care conditions as well as approach to common non-emergent conditions. This course is required for rotating small animal intern students at the WCVL.

Prerequisites

Enrollment in SACS Certificate of Proficiency program for graduate veterinarians

Learning Outcomes

By the completion of this course, students will be expected to:

1. Demonstrate knowledge and understanding of a broad range of diseases in small animal veterinary medicine presenting as emergent
2. Demonstrate knowledge and understanding of common non-emergent conditions presenting in veterinary medicine
3. Demonstrate skills in interpretation of clinical examination and diagnostic procedures utilized in small animal veterinary emergency and non-emergency medicine
4. Demonstrate ability to apply diagnostic and therapeutic strategies for emergency and non-emergent situations in small animal veterinary emergency medicine

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

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<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

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- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;

- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

Lectures will take place from 8:30-9:30 am Monday to Friday running from the beginning of July to the end of August, with the exception of holidays. Longer sessions will run from 8:30-11:30 on select days.

Class Schedule

This is an overview of the general class schedule however, lecture topic dates are subject to change from year to year based on instructor schedules and availability.

Week	Module	Readings	Evaluation Due Date
	Lecture: Triage (1 hr)	Relevant section of emergency handout	
	Lecture: CPR (1 hr)	Relevant section of emergency handout	
	Lecture: Fluid Therapy (1 hr)	Relevant section of emergency handout	
	Lecture: Shock (1 hr)	Relevant section of emergency handout	
	Lecture: Exotic Patient Emergency Stabilization (1 hr)	Relevant section of emergency handout	
	Laboratory: Emergency Diagnostics and Therapeutic Procedures (2 hr)	Relevant section of emergency handout	
	Lecture: Emergency Anaesthesia and Sedation (1 hr)	Relevant section of emergency handout	
	Lecture: Blood Gas Analysis (1 hr)	Relevant section of emergency handout	

	Lecture: Approach to Oral Toxins (1 hr)	Relevant section of emergency handout	
	Lecture: Ocular Emergencies I (1 hr)	Relevant section of emergency handout	
	Lecture: Ocular Emergencies II	Relevant section of emergency handout	
	Lecture: Approach to a Bleeding Patient/Transfusion Medicine (1 hr)	Relevant section of emergency handout	
	Lecture: Pain Management (1 hr)	Relevant section of emergency handout	
	Lecture: Blocked Cats (1hr)	Relevant section of emergency handout	
	Lecture: Acute Gastroenteritis (1 hr)	Relevant section of emergency handout	
	Lecture: Wound Management (1 hr)	Relevant section of emergency handout	
	Lecture: Dystocia (1 hr)	Relevant section of emergency handout	
	Lecture: Immune Mediated Hemolytic Anemia (1 hr)	Relevant section of emergency handout	
	Lecture: Hypoglycemia (1 hr)	Relevant section of emergency handout	
	Lecture: Acute Abdomen (1 hr)	Relevant section of emergency handout	
	Lecture: Diabetic Ketoacidosis (1 hr)	Relevant section of emergency handout	
	Lecture: GDV (1 hr)	Relevant section of emergency handout	
	Lecture: Respiratory Distress (1 hr)	Relevant section of emergency handout	
	Lecture: Congestive Heart Failure (1 hr)	Relevant section of emergency handout	
	Lecture: Hypoadrenocorticism (1 hr)	Relevant section of emergency handout	
	Lecture: Intervertebral disc disease (1 hr)	Relevant section of emergency handout	

	Lecture: Head Trauma/Seizures (1 hr)	Relevant section of emergency handout	
	Lecture: Management of SPCA Patients (1 hr)	Relevant section of emergency handout	
	Lecture: Radiation Oncology (1 hr)	Relevant section of emergency handout	
	Lecture: Approach to Dermatology Cases (1 hr)	Relevant section of emergency handout	
	Lecture: The Basics of ECGs (1 hr)	Relevant section of emergency handout	
	Lecture: Splint Management (1 hr)	Relevant section of emergency handout	
	Laboratory: Nutrition (3 hr)	Relevant section of emergency handout	
	Medical Oncology (1 hr)	Relevant section of emergency handout	
	The Animal Protection Act and Animal welfare: Veterinarians role. (2 hr)		
	Midterm examination (1 hr) Final examination (1 hr)		
	Total Hours - 40		

Midterm and Final Examination Scheduling

The Midterm examination will cover the first half of the lecture topics and will be scheduled midway during the lecture series. The examination will follow a multiple choice and short-answer format and will be approximately 50 marks. 1 hours will be scheduled at the completion of the course.

Final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to

write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

Length and Mode of Final Examination

The final examination will cover the second half of the lecture topics. The examination will follow a multiple choice and short-answer format and will be approximately 50 marks. 1 hours will be scheduled at the completion of the course.

Instructor Information

Contact Information

Questions can be forwarded to individual instructors via email or to the SACS office via email to carol.wilson@usask.ca

Room 2529 Western College of Veterinary Medicine. Tel: 306-966-7086

Office Hours

Mon-Friday 8:00-4:30.

Instructor Profile

Multiple instructors are involved in delivery of this course. Individual instructors may change from year to year based on assigned duties within the department of SACS.

Required Resources

Readings/Textbooks:

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Emergency Manual provided by the Dept of SACS.

Grading Scheme

Midterm Examination	50%
Final Examination	50%
Total	100%

Evaluation Components

Final Exam

Value: 100% of final grade

Date: See Course Schedule

Length: 2 hours

Type: Comprehensive and Invigilated.

Description: The examination format will be multiple choice and short answer. 1-2 questions on each topic will be included.

Criteria That Must Be Met to Pass

A grade of 60% must be obtained on the final examination in order to pass the course.

Attendance Expectations

Attendance at all classes is expected unless the absence is authorized by the instructor.

Student Feedback

Anonymous course evaluation will be filled out by the student to assess course effectiveness and future development of the course.

Integrity Defined (from the Office of the University Secretary)

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For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:
http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Examinations with Access and Equity Services (AES)

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Acknowledgements

Course Contributor(s): Various members of the Department of SACS.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 829.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode			Will there be a final exam for this course	
Pass/Fail (P/F)	Percentage/Numeric	Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes	No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.				

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date

COURSE SYLLABUS

COURSE TITLE:	Professional Development Skills		
COURSE CODE:	VSAC 829.3	TERM:	1 and 2
COURSE CREDITS:	3	DELIVERY:	Lecture and Laboratory
CLASS SECTION:	Fridays 10-12:00pm	START DATE:	July –August 2019
CLASS LOCATION:		LAB LOCATION:	
CLASS TIME:		LAB TIME:	
WEBSITE:			

Course Description

This course provides instruction and training in qualities required for success as a clinical veterinarian. The course is recommended for clinical interns and residents of the WCVM. Modules are directed at improvement in oral communications, clinical teaching, scientific investigation, as well as development of self-care and personal wellness strategies. The course is designed to enhance the students' professional and personal growth.

Prerequisites

A DVM or equivalent.

Enrollment in SACS Certificate of Proficiency program for graduate veterinarians, or a MSc (project-based) or MSc (Thesis) in the College of Veterinary Medicine.

Learning Outcomes

By the completion of this course, students will be expected to:

1. Demonstrate effective oral communication skills with veterinarians, animal health technicians, staff, and the general public.
2. Demonstrate effective communication of diagnostic and therapeutic options to clients.
3. Demonstrate knowledge of clinical teaching techniques, and effective clinical teaching skills
4. Demonstrate knowledge of components of personal wellness and life balance
5. Demonstrate knowledge and understanding of ethical principles that guide decisions in veterinary medicine

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;

- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

Lectures and Laboratories will take place Friday mornings from 10:00-12:00. Longer sessions will be scheduled to include Friday afternoons for topics that require more time.

Class Schedule

This is a basic overview of the class schedule. Times and dates are subject to change from year to year based on instructor schedules and availability.

Week	Module	Readings	Evaluation Due Date
	Lecture: Basic Communications Skills (1 hr)		
	Lecture: Communicating with Clients in Emergency Situations (1 hr)		
	Lecture: Communicating Bad News and Euthanasia (1 hr)		
	Lecture: Communicating with Resistant Clients (1 hr)		
	Lecture: Communicating with Clients about Finances (1 hr)		
	Laboratory: Client Communication Simulations (6 hr)		
	Laboratory: TIPS teaching course (4 hr)		
	Lecture: Components of personal wellness and self-care (1 hr)		

	Lecture: Components of personal wellness and self-care (1 hr)		
	Lecture: Components of personal wellness and self-care (1 hr)		
	Lecture: Introduction to mindful veterinary practice (1 hr)		
	Lecture/Tutorial: Reactivity and responsiveness (1 hr)		
	Lecture/Tutorial: How DVMs think (1 hr)		
	Lecture/Tutorial: Not enough time: time management (1hr)		
	Lecture/Tutorial: Responding mindfully to errors and bad outcomes (1 hr)		
	Lecture/Tutorial: Mindful veterinary practice: interpersonal skills, and managing conflict mindfully (1 hr)		
	Crisis Management (1 hr)		
	Professional Ethics in Veterinary Medicine (1 hr)		
	Components of Proper Referral Practice in Veterinary Medicine (1 hr)		
	Professional Written Communication (1 hr)		
	Scientific Writing for Publication (1 hr)		
	Final Examination (2 hr)		
	Total 31 hr		

Midterm and Final Examination Scheduling

There is no mid-term examination. Final examination must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

Length and Mode of Final Examination

The final examination will be a comprehensive, open-book examination. The examination will follow a multiple choice and/or short-answer format and will be approximately 50 marks. 2 hours will be scheduled at the completion of the course.

Instructor Information

Contact Information

Questions can be forwarded to individual instructors via email or to the SACS office via email to carol.wilson@usask.ca

Room 2529 Western College of Veterinary Medicine. Tel: 306-966-7086

Office Hours

Mon-Friday 8:00-4:30.

Instructor Profile

Multiple instructors are involved in delivery of this course. Individual instructors may change from year to year based on assigned duties within the department of SACS.

Required Resources

Readings/Textbooks

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Grading Scheme

Participation	25%
Final Examination	75%
Total	100%

Evaluation Components

Participation (Discussion Forums for online classes)

Value: 25% of final grade

Type: Participation in communication simulations and class discussions is required.

Description: Students are expected to participate in simulations and discussions to the best of their ability. Professionalism and respect for others is expected at all times.

Final Exam

Value: 75% of final grade

Date: See Course Schedule

Length: 2 hours

Type: Comprehensive. Invigilated. Open book.

Description: Questions will be short-answer and multiple choice based on the topics included in the course.

Criteria That Must Be Met to Pass

An overall grade of 60% is required to pass the course.

Attendance Expectations

Attendance at all classes is expected unless the absence is authorized by the instructor.

Participation

Classroom participation is part of the grade in this course. To participate you must attend class having prepared the materials for the day. Questions and comments should be relevant to the topic at hand and contribute to the discussion. Classroom discussion should be civilized and respectful to everyone. Experiential learning is a key component of the communication simulations and TIPS clinical teaching courses as well as the introduction to mindfulness. Students are expected to participate in experiential learning in a respectful and confidential manner.

Student Feedback

Anonymous course evaluation will be filled out by the student to assess course effectiveness and future development of the course.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:
http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Acknowledgements

Course Contributor(s): Various members of the department of SACS.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number VSAC 828.3		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered		Course is to be offered			
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment	
From which colleges/ programs:	

Resources

Proposed instructor(s) (Please include qualifications):
How does the department plan to handle the additional teaching or administrative workload:
Are sufficient library or other research resources available for this course:
Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head	Signature	College Approval Date
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COURSE SYLLABUS

COURSE TITLE:	Scientific Writing in Clinical Sciences		
COURSE CODE:	VSAC 828.3	TERM:	Variable
COURSE CREDITS:	3	DELIVERY:	Lecture and experiential
CLASS SECTION:		START DATE:	TBD
CLASS LOCATION:		LAB LOCATION:	
CLASS TIME:		LAB TIME:	
WEBSITE:			

Course Description

This course provides the student with the opportunity to complete a scientific manuscript suitable for publication. Students are supervised and advised by a faculty member throughout the process. The manuscript content may be research related or a clinical case report. Publication is not a requirement.

Prerequisites

Enrollment in SACS Certificate of Proficiency program for graduate veterinarians.

Learning Outcomes

By the completion of this course, students will be expected to:

1. Demonstrate knowledge and understanding of the components of a scientific manuscript.
2. Demonstrate critical evaluation of scientific literature.
3. Demonstrate effective written communication skills in the form of a scientific manuscript.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

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A superior performance with consistent strong evidence of

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- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;

- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;

- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

This course involves the production of a scientific manuscript suitable for publication. The majority of instruction in this course is received during regular meetings between the student and advisor. The student will request an appropriate advisor based on their area of expertise. The objectives and plan for management of the writing project will be developed early in the course. Students are expected to take responsibility for the manuscript and engage in self-directed work toward its completion.

Class Schedule

There are no formal lectures in this course. Students set the schedule for meetings with their advisor as required.

Midterm and Final Examination Scheduling

There are no midterm or final examinations in this course.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

Instructor Information

Contact Information

Questions can be forwarded to individual instructors via email or to the SACS office via email to carol.wilson@usask.ca

Room 2529 Western College of Veterinary Medicine. Tel: 306-966-7086

Office Hours

Mon-Friday 8:00-4:30.

Instructor Profile

Multiple instructors are involved in delivery of this course. Individual instructors may change from year to year based on assigned duties within the department of SACS.

Required Resources

Not Applicable.

Grading Scheme

Manuscript	50%
Participation	50%
Total	100%

Evaluation Components

Assignment: Manuscript

Value: 50% of final grade

Due Date: Variable

Type: The final manuscript is objectively evaluated and graded by two independent faculty members. Each assigns a grade worth 25% of the final grade. This evaluation is to be carried out in a similar manner to the peer-review process required for scientific publication.

Description: The completed manuscript should be submitted to the department with a request for independent peer-review.

Participation (Process of Manuscript Preparation)

Value: 50% of final grade

Due Date: NA

Type: Regular meetings with the advisor are required. Bi-monthly meetings are suggested and should include development of objectives and time-lines for the manuscript project. Meetings should focus on provision of advice and recommendations for revisions as well as discussion of any questions or concerns regarding the manuscript.

Description: The student is expected to be self-motivated in the process of manuscript preparation. The student is expected to complete components of the manuscript within the timelines set for the project. The current form of the manuscript should be forwarded to the advisor 48 hours prior to the bi-monthly meeting. The student is expected to come to bi-monthly meetings with progress made based on previous advisory meetings and prepared with questions related to the manuscript preparation process. Discussions with the advisor should be respectful at all times.

Submitting Assignments

The current form of the manuscript should be forwarded to the advisor 48 hours prior to the bi-monthly meeting.

Late Assignments

Late assignments will be penalized by a 10% reduction in grade, unless previous arrangements have been approved by the supervisor.

Criteria That Must Be Met to Pass

A grade of 60% in the course must be obtained in order to pass.

Attendance Expectations

Attendance at mutually agreed upon meetings with the advisor is required.

Participation

Student participation is a vital component of this course as it is required and graded. Students are expected to communicate in a respectful and professional manner at all times.

Student Feedback

Anonymous course evaluation will be filled out by the student to assess course effectiveness and future development of the course and provide feedback for instructors.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

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

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Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Acknowledgements

Course Contributor(s)



MEMORANDUM

TO: Cindy Shmon, head, Department of Small Animal Clinical Sciences
John Campbell, head, Department of Large Animal Clinical Sciences

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: November 20, 2016

RE: **Planning and priorities committee response to a Notice of Intent for a Graduate Certificate in Veterinary Clinical Sciences**

Thank you once again for attending the planning and priorities committee meeting on November 2, 2016 to present the notice of intent for a Graduate Certificate in Veterinary Clinical Sciences. Members were positive about the program and the opportunities the program provides to the college and to students enrolled in the program. Members also noted the long and successful history of the program as a highly sought-after post-graduation clinical internship.

In preparing the full program proposal, you are encouraged to consider the program from a strategic perspective, more in terms of the value the program brings to potential students, rather than focusing on the value the students bring to the college, although of course both are important.

The Board of Governors retains the authority to set tuition rates and does so under a set of principles that balances tuition rates across the institution. To this end, proposing a tuition rate that is related to the quality of the experience received by students is suggested. The committee was not convinced that top applicants would necessarily be deterred by having to pay a tuition fee for a high quality program so that other factors, such as the experience they would receive and the reputation of the school, would determine to which institution students would apply. Lastly, although the college may pay the cost of students' tuition fees in the program, a tuition rate for the program must be set. If the college chooses to cover the cost of tuition for students registered in the program, then this should be recorded as a form of student support.

The committee also suggests that the program proposal include the extent to which students in the program contribute to the research activities of the college, whether these students also have ancillary teaching roles, and how student contributions in research and teaching are assessed.

I wish you the very best as you proceed to develop the full program proposal. Please do not hesitate to contact me if you have any questions.

Kind regards,

A handwritten signature in blue ink, appearing to read "Dirk de Boer".

Dirk de Boer

c Michael Atkinson, interim provost and vice-president academic
Kevin Flynn, chair, academic programs committee of Council
Russell Isinger, registrar and director of student services, SESD

Notice of Intent for New Programs

Post Graduate Certificate of Proficiency

Internship In Veterinary Clinical Sciences

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

For over 40 years, the Small and Large Animal departments and their predecessors have offered one year post-DVM experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Small or Large Animal Clinics of the Veterinary Medical Centre. Some apply for the program because they want an additional year of mentored clinical training so they will begin their general practice career with a higher skill level. Over time, this program and similar ones offered by other accredited veterinary colleges in North America have become the first step in specialty training. They provide the majority of the candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medical Imaging, Surgery or Medicine). Recently, as competition has increased for these highly coveted residency training programs, a second year of focused clinical experience in a specific discipline (specialty internships) have developed to build the knowledge, skills and clinical experience in the applicant pools and offer candidates to become a more competitive applicant. There is limited enrollment in this program. Applicants from around the world apply to a number of individual programs at veterinary colleges throughout North America and then are selected through a central computerized matching program (Veterinary Intern Resident Matching Program: VIRMP) operated by the American Association of Veterinary Medical Colleges according to the preferences of the applicants and the ranking of the participating institutions. In the past, interns have been paid as employees despite attending special seminars, learning advanced clinical skills, receiving informal and formal feedback on the management of their cases. With time, specialized seminar series have been developed to advance their knowledge and skills development. We would like to formally recognize the academic nature of this clinical training program by establishing a certificate program that recognizes the efforts devoted by these graduate veterinarians and involved faculty clinical supervisors. Recognizing the interns as full-time graduate students will also facilitate the immigration processes for non-Canadian applicants as they will be eligible for student visas. In addition to its requirement for most clinical residencies/graduate programs, the increasing demand by pet owners and producers for an advanced level of care for their animals has resulted in those veterinarians completing this program having their choice of a

number of top general practice positions when this was their goal or they were not successful in being selected for a residency training program.

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

Approximately, 10 -15 % of newly graduated veterinarians apply for clinical internships making this program with its limited enrollment very competitive. Typically, almost half of the applicants each year are international citizens. Annually, there are approximately 150 applicants for the 12 positions. As there are only 3 veterinary colleges in Canada that offer internship programs, the demand for these positions among newly graduated Canadian veterinarians is strong. In the past, the international demand has also been high with approximately half of the applicant pool coming not only from the United States, Europe and Australia but worldwide. Because of the need for intensive faculty supervision on the clinical cases, we are limited by our faculty complement in the number of positions that we are able to offer. As budgets and faculty complements have permitted, we have slowly increased the number of these positions available from 7 in 2011 to our current 12. Demand for the program is projected to remain high given its current position as the first step in pursuing advanced clinical training in a recognized veterinary specialty.

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

This experiential clinical program, although not a recognized University program, has always had a high priority for the clinical departments in the Western College of Veterinary Medicine. It was one of the first post-D.V.M training programs the college initiated. It has been successful in promoting and supporting veterinarian's interest in advanced clinical and research training. Given one of our mandates to train veterinary specialists for Western Canada, it is an important component to achieving our mission. The experiential nature of the program allows the interns to learn advanced knowledge and clinical skills by participating in the management of clinical cases from the Veterinary Medical Centre under the supervision and mentorship of the faculty specialists and consistent with the integrated plan. Formalizing this program as an academic program recognizes the academic merit of the internship within the veterinary profession and provides recognition for the faculty who devote a significant effort to providing this training. It also facilitates the immigration process for international applicants. Participation in the North American Matching program, VIRMP, is a critical

component to the competitive applicant pool we currently enjoy. Offering this program at the present time allows us to continue to participate in the matching program ensuring that we have a highly competitive pool and can continue to rank those the best international applicants based on their merit rather than their citizenship. Having a good mixture of successful applicants from many different accredited veterinary colleges around the world helps maintain our reputation within the veterinary academic community when these candidates successfully match in residencies at other universities and ensures a diversity of knowledge and practice that benefits not only the candidates but our undergraduate students and faculty.

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

This program is the first step for graduate veterinarians wishing to pursue specialty training and board certification. It is also popular amongst graduates who want an additional year of clinical training before entering general practice. It is similar to the mandatory internships in medicine but the program is optional in veterinary medicine. This internship is one of 3 academic veterinary internships offered in Canada. Conversion of this program to an academic program is believed necessary to maintain the quality of our international applicant pool and facilitate the immigration process ensuring access for the strongest international applicants. There are no other similar programs on campus available for graduate veterinarians. No program will be deleted but it will formalize a program that is currently offered at the Western College of Veterinary Medicine.

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

At present, the college funds 7 rotating small animal intern positions and 5 advanced specialty intern positions. This includes a fellowship of \$26,000 to matched candidates. The college also

pays the licensing fees with the Saskatchewan Veterinary Medical Association and IMMA application for international candidates. At present, no other veterinary colleges in North America assess tuition for similar programs and as a result, the college would like to assess a non-standard tuition for the program in order to remain competitive with other internship programs, especially to American applicants where the value of the Canadian dollar and current debt load of graduate D.V.Ms are negatively impacting this applicant pool. At present, the necessary faculty teaching time, administrative support and infrastructure for this number of positions is in place and currently dedicated to this program. Growth of the program is dependent on the clinical caseload and budget. Current interns have library access and IT support. Additional resources are not required at the present time.

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

There are minimal risks associated with formalizing the current internship program as an academic program. It would recognize the academic merit of the current program and the significant efforts devoted by these graduate veterinarians and the faculty supervising them. There are significant risks associated with *not* proceeding at this time as over the last few years progressively more complicated immigration rules in both Canada and the United States have significantly complicated the process. This has resulted in some American programs denying international candidates applications. It is one of our goals with this request to preserve the international nature of our program and the benefits that come from the mixture of training and experiences in the clinical setting. The competitive applicant pool, ability to choose the top candidates for our positions, and the international connections that have developed through our involvement in the American Association of Veterinary Colleges and the Veterinary Intern and Resident Matching Program have driven the need to formalize the internship as an academic program.

- 7. What is the anticipated start date of the program? What considerations apply to the start date?**

Each July, a new group of veterinary interns begins the program. We are currently registering them as non-degree experiential graduate students and providing a certificate from the Department when they successfully complete their program. This has successfully met our objectives and led to the intent to develop a more formal program. We would like to begin registration in this program as soon as the program receives full approval.

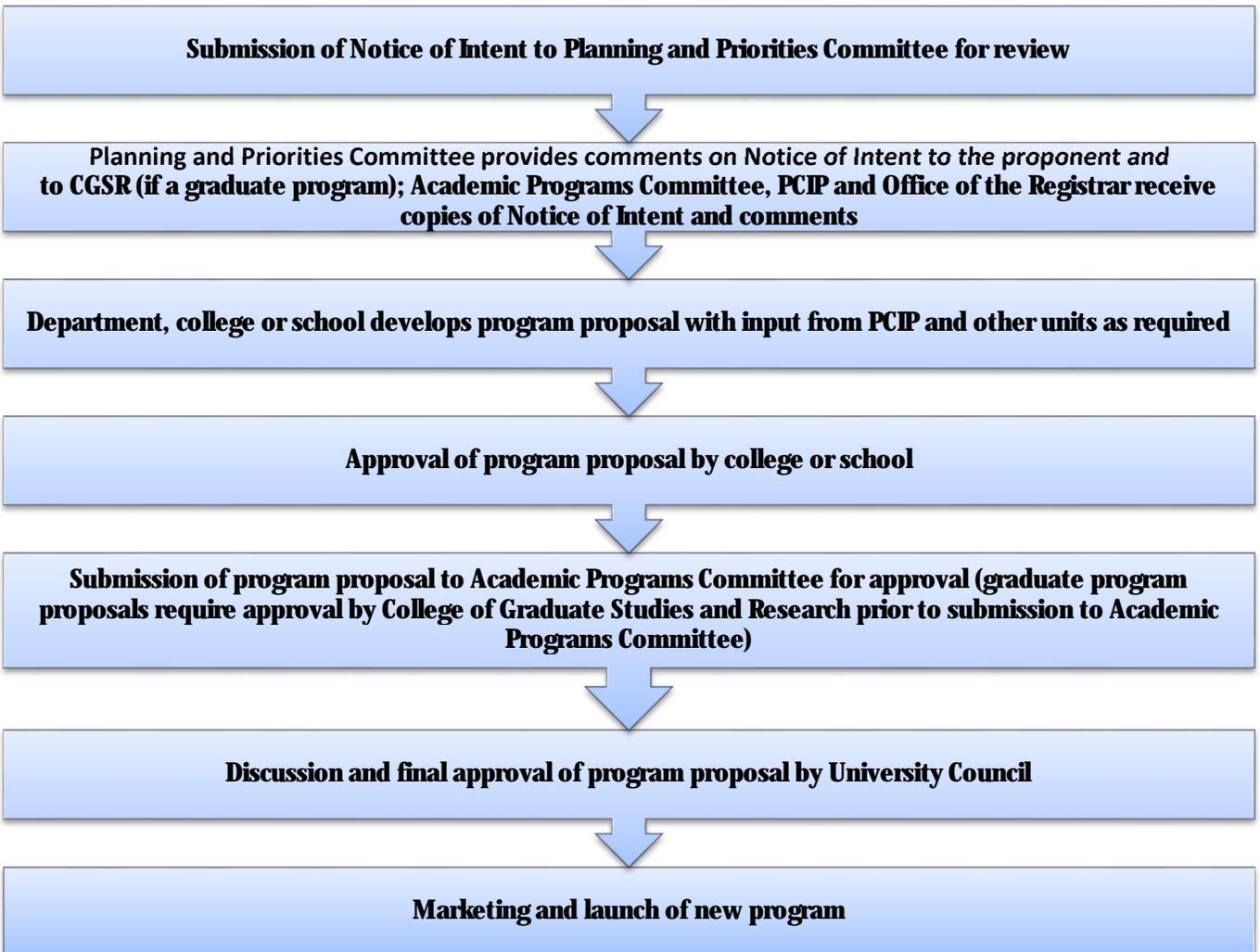
The procedure for submitting a new program for approval is described in the [procedures page of the Academic Programs Committee of Council](#).

Please send Notices of Intent to:

**Sandra Calver, Secretary,
Planning & Priorities Committee of Council
c/o Office of the University Secretary,
College Building;
phone 2192;
email sandra.calver@usask.ca**

Approved by Council January 2000; revised November 2010 and June 2015

Attached: Figure 1. Flowchart for program approvals



52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7448
Facsimile: (306) 966-7314

20 October 2016

Sandra Calver
Planning and Priorities Committee of Council
c/o Office of the University Secretary

RE: WCVM Certificate of Proficiency Proposal

Dear Sandra:

This letter is in strong support of the Notice of Intent for New Programs, WCVM Certificate of Proficiency Proposal for the Internship in Veterinary Clinical Sciences. Internship training is an important program in the college, and this proposal will help insure that it continues to be both competitive and of high quality. The proposal also allows the college to address the changing landscape in which we operate. As the proposal demonstrates, there are minimal risks to developing the program, and in fact the major risk would be in not moving forward.

I strongly support this proposal on behalf of the college. Please don't hesitate to contact me with any questions or concerns.

Sincerely,



Douglas A. Freeman DVM, PhD
Dean



Memorandum

To: Sandra Calver, Secretary, Planning and Priorities Committee of Council

CC: Cindy Shmon and Lynne Sandmeyer, Small Animal Clinical Sciences
John Harding and John Campbell, Large Animal Clinical Sciences

From: Martha Smith-Norris, Acting Associate Dean, College of Graduate Studies and Research

Date: October 20, 2016

Re: Postgraduate Certificate of Proficiency – Internship in Veterinary Clinical Sciences

The College of Graduate Studies and Research (CGSR) supports, in principle, the intent for a Certificate of Proficiency for Internships in Veterinary Clinical Sciences. I understand that the program has been in operation for several years, and the CGSR has been providing assistance in ‘making it work’ for the past few years because of difficulties around immigration. We would be very interested in developing a mechanism to operationalize the program without difficulty. Also it would be beneficial to provide recognition to faculty and students associated with these important training opportunities.

Development of this program will benefit institutional internationalization strategies.

One item of note is the proposed title. We would consider “Postgraduate Certificate” to suggest applicants would be required to have an earned graduate degree, which we do not believe is the expectation. We politely suggest simply “Graduate” certificate.

My office would be very interested in working with our colleagues in the WCVM to support the program proposal process.

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

:kc

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Is an existing degree, diploma, or certificate being renamed?

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

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

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

Graduate Certificate in Small Animal Specialty Veterinary Internship [GCSASV - GradCertSmallAnimSpecVetIntern - suggested code/short description for student system); long description of Graduate Certificate in Small Animal Speciality Veterinary Internship will be used

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

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

Degree level

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

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

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?

College of Graduate and Postdoctoral Studies

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.

Speciality Internship - SPIN - suggested code/description for student system

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

n/a

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

Graduate Certificate in Small Animal Specialty Veterinary Internship [GCSASV - GradCertSmallAnimSpecVetIntern - suggested code/short description for student system); long description of Graduate Certificate in Small Animal Speciality Veterinary Internship will be used

3 What is the name of this new/revised program?

Graduate Certificate in Small Animal Specialty Veterinary Internship [GCSASV-GP - GradCertSmallAnimSpecVetIntern - suggested code/short description for student system)

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

n/a

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

College of Graduate and Postdoctoral Studies / Department of Small Animal Clinical Sciences

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?

n/a

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes No Revised

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

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

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

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

5

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

Information in Section 1 on new major

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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

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

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

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

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

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

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

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

Section 7: Course Information

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

No - using existing VSAC [Small Animal Clinical Sciences]

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 of 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?

Yes

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

YYYY05 [May] only

3 Does this impact enrollment?

No change - limited enrollment and current is 7 students

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

Refer to the Department of Small Animal Clinical Sciences

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

No

6 What is the application deadline?

As per current set-up

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

Doctor of Veterinary Medicine (DVM) or equivalent from a recognized college or university; eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan; international applicants or applicants who first language is not English must meet English proficiency requirements set forth by the College of GP

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.)

Veterinary Medicine matching system - as per current setup

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

Veterinary Medicine matching system - as per current setup

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?)

Online application - as per current setup

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

College of Graduate and Postdoctoral Studies

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

College of Graduate and Postdoctoral Studies

13 Will the standard application fee apply?

Yes

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

Current, active students will be exempt

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Section 10: 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 11: Schedule of Implementation Information

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

NA

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

NA

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

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Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

If yes, will they be able to complete the program?

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

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

7 Is there mobility associated with this program termination? Yes No

If yes, please select one of the following mobility activity types.

<input type="checkbox"/>

- 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: Proposed Tuition and Student Fees Information

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?

TC 31

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

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

If NO, please describe.

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

6 IPA Additional comments?

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

No

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code? Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
 - 2 Has SESD, Admissions, been informed about this new / revised program?
 - 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
 - 4 Has CGSR been informed about this new / revised program?
 - 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
 - 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
 - 7 Has the Library been informed about this new / revised program?
 - 8 Has ISA been informed of the CIP code for new degree / program / major?
 - 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
 - 10 Has the Convocation Coordinator been notified of a new degree?
 - 11 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

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

<input type="checkbox"/>

SIGNED

Date: *October 23, 2018*

Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative(s): *Martha Smith*

IPA Representative(s): *[Signature]*

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes No

Is an existing degree, diploma, or certificate being renamed?

Yes No

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

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

Graduate Certificate in Small Animal Rotating Veterinary Internship [GCSARV - GradCertSmallAnimRotVetIntern - suggested code/short description for student system); long description of Graduate Certificate in Small Animal Rotating Veterinary Internship

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

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

Degree level

5 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?

College of Graduate and Postdoctoral Studies

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.

Rotating Internship - RTIN - suggested code/description for student system

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

n/a

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

Graduate Certificate in Small Animal Rotating Veterinary Internship [GCSARV - GradCertSmallAnimRotVetIntern - suggested code/short description for student system]; long description of Graduate Certificate in Small Animal Rotating Veterinary Internship

3 What is the name of this new/revised program?

Graduate Certificate in Small Animal Rotating Veterinary Internship [GCSARVI-GP - GradCertSmallAnimRotatingVetIntern - suggested code/short description for student system]

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

n/a

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

College of Graduate and Postdoctoral Studies / Department of Small Animal Clinical Sciences

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?

n/a

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes No Revised

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

Information in Section 1 on new major

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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

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

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

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

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

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

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

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

Section 7: Course Information

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

No - using existing VSAC [Small Animal Clinical Sciences]

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 of 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?

Yes

- 2 What term(s) can students be admitted to?
YYYY05 [May] only
- 3 Does this impact enrollment?
No change - limited enrollment and current is 8 students
- 4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the Department of Small Animal Clinical Sciences
- 5 Can classes towards this program be taken at the same time as another program?
No
- 6 What is the application deadline?
As per current set-up
- 7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
Doctor of Veterinary Medicine (DVM) or equivalent from a recognized college or university; eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan; international applicants or applicants who first language is not English must meet English proficiency requirements set forth by the College of GP
- 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.)
Veterinary Medicine matching system - as per current setup
- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
Veterinary Medicine matching system - as per current setup
- 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?)
Online application - as per current setup
- 11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
College of Graduate and Postdoctoral Studies
- 12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
College of Graduate and Postdoctoral Studies
- 13 Will the standard application fee apply?
Yes
- 14 Will all applicants be charged the fee or will current, active students be exempt?
Current, active students will be exempt
- 15 Are international students admissible to this program?
Yes

Section 9: Government Loan Information

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

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

231

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No - as is a certificate program

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

3 When is the first class expected to graduate?

Fall Convocation 2020

4

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

8

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

NA

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

NA

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended? Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

If yes, will they be able to complete the program?

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

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

7 Is there mobility associated with this program termination? Yes No

If yes, please select one of the following mobility activity types.

- Dual Degree Program
- Joint Degree Program
- Internship Abroad Program
- Term Abroad Program
- Taught Abroad Course
- Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information

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?

TC 31

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

4 Does proponent's proposal contain detailed information regarding requested tuition?
If NO, please describe.

Yes No

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

6 IPA Additional comments?

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

No

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: 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?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 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

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

<input type="checkbox"/>

SIGNED

Date: October 23, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Martha Smith

IPA Representative(s): [Signature]

UNIVERSITY COUNCIL
ACADMEIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: Bachelor of Arts (B.A.) in Archaeology and Anthropology

DECISION REQUESTED: *It is recommended:*

That Council approve the Bachelor of Arts (B.A.) in Archaeology and Anthropology, effective May 2019

That Council approve the termination of the Bachelor of Arts (B.A.) in Archaeology, effective May 2019

That Council approve the termination of the Bachelor of Arts (B.A.) in Anthropology, effective May 2019

PURPOSE:

Council has the authority for approving new degree-level programs. Council is also responsible for the deletion of degree-level programs.

DISCUSSION SUMMARY:

The College of Arts and Science is proposing a new B.A. program within the Department of Archaeology and Anthropology that merges the two existing discipline specific B.A. programs, which will be deleted.

The new program will allow for more efficiency and flexibility in the delivery of the courses, while allowing more course choice for students, who will tailor their program to reflect their interests. The new program will also be comparable with most B.A. Anthropology programs in North America, where Archaeology is taught as one of four main subfields within the broader discipline of Anthropology.

The new program will also reflect the merger of the Department of Archaeology and Anthropology, which occurred in 2008. Faculty have been working towards increasing integration of teaching and research, and this change will facilitate this.

Finally, the new program reflects the budgetary constraints in the Department of Archaeology and Anthropology. The Department can no longer rely on sessional instructors and associate faculty members to cover the courses required for two separate BA programs because of reductions to the operating budget. The proposed BA Archaeology and Anthropology will allow the Department to streamline course offerings. required courses will be taught regularly by faculty members within the department.

No courses will be terminated as a result of the termination of the two separate B.A. programs. All courses will still be offered, but less frequently. Students in the existing programs will be permitted to complete the current program or may choose to switch to the new program.

The Academic Programs Committee reviewed the proposal for the new B.A. program and the termination of the two existing programs at its November 28, 2018 meeting and recommends that Council approve both the new program and the termination of the existing programs.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval through the Tuition and Fees Authorization Policy.

ATTACHMENT:

1. **Proposal for Academic or Curricular Change – B.A. in Archaeology and Anthropology (proposal includes Report Form for Program Termination for Anthropology – Bachelor of Arts and Minor and Archaeology –Bachelor and Minor)**

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Archaeology & Anthropology

Degree(s): Bachelor of Arts (B.A.)

Field(s) of Specialization: Archaeology & Anthropology

Level(s) of Concentration: Honours, Four-year, Three-year

Degree College: Arts and Science

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

Angela Lieverse
 Professor and Head, Department of Archaeology and Anthropology
 College of Arts and Science
 email: angela.lieverse@usask.ca
 306-966-7097

Proposed date of implementation: May 2019

Proposal Document

MOTIVATION. The Department of Archaeology and Anthropology is proposing a new BA program that essentially merges our two existing BA programs (which will be subsequently deleted). The new program will allow us: i) to more effectively offer our programming, ii) to further integrate our teaching and research, and iii) to meet continuing budgetary constraints.

Program effectiveness. The proposed merged BA will allow the same number of faculty members (currently ten) to teach and graduate the same number of students (an average of 57 BA majors and 18 BA graduates per year over the past five years) while providing a broader disciplinary foundation and more course choice for students and allowing greater teaching flexibility for faculty. The new program will be comparable to most BA Anthropology programs offered by other post-secondary institutions across Canada and the US. Because Archaeology is

one of four main subfields within the broader discipline of Anthropology, most universities offer general BA Anthropology degrees that students can tailor to their interests through course selection. This is exactly what we are proposing to offer here at the University of Saskatchewan.

Integration. The Department of Archaeology and Anthropology merged (from two distinct departments) in 2008, with faculty members working towards increasing integration of our teaching and research programs over the last decade. We have made enormous strides, a merged BA program representing the culmination of our efforts and a true integration of our Department into one cohesive unit. An integrated BA program would be of great benefit to students because it will provide them with a broader and intersectional grounding in various subfields of Anthropology (including Archaeology). It will better prepare students not only for graduate work but also for employment in social service, cultural resource management, and heritage fields.

Budgetary Constraints. With continuing reductions to our Department's annual operating budget, we can no longer rely on sessional instructors or associate faculty members to cover off necessary courses for our students. The proposed program will be simpler and more flexible than either set of current BA programs and will have fewer specific courses that students are *required* to take. The remaining *required* courses will be taught regularly by faculty members in our Department only, allowing us to meet students' needs even in a climate of increasing financial constraint.

FIT WITH COLLEGE/UNIVERSITY PLANS. This proposed BA program fits with several areas of the University's Strategic Plan, particularly the calls to Enrich Disciplines and Align Structures (under 'Boundless Collaboration'). This proposed program merger is the culmination of disciplinary integration for which we have striven over the last decade. In fact, the new program would offer a fourth-year capstone course covering contemporary issues in both Archaeology and Anthropology, a course that will be taught by faculty members in each subfield. Furthermore, the impetus behind the merged program is to streamline and enhance program delivery for the benefit of both our students and our faculty.

RELATIONSHIPS TO OTHER PROGRAMS. There are no other programs or units at the University of Saskatchewan that offer Archaeology and/or Anthropology courses and degrees: this is now—and would remain after the merged BA program is implemented—the sole purview of the Department of Archaeology and Anthropology. Because this proposal describes largely an internal Departmental change, the merging of two existing BA programs into one, we do not expect any impact to other programs on campus or elsewhere. Finally, as mentioned above, the new program will be similar to BA Anthropology programs offered by other post-secondary institutions across Canada and the US. If anything, this program change will give our students a broader disciplinary background, make their degrees more directly comparable to those from other institutions, and allow them to have even greater flexibility for employment (e.g., in social service, cultural resource management, and heritage fields) or continuing education (e.g., graduate or professional degrees) after they complete their programs.

Impact on the Department:

This initiative—the merging of our two BA programs into a single integrated program—was unanimously approved by Department of Archaeology and Anthropology faculty in May 2018. The new program is simpler and has fewer specific courses that students are required to take. Because of this, it will allow for greater teaching flexibility for faculty and remove much of the burden on our small unit in terms of accommodating faculty leaves and course buy-outs. With one exception (ANTH 400, a new capstone course proposed for this program), all courses will remain the same and faculty will continue to teach the courses they have always taught. For students, the new program will provide more course choice and a broader disciplinary foundation, better preparing them for employment or further study. In fact, the new BA degree will be more comparable to those offered by Anthropology and Archaeology programs elsewhere in Canada and the US, potentially increasing its value to our future students. Students enrolled in our current programs will be allowed to complete those programs unless they choose to switch to the new one.

There are no other programs or units at the University of Saskatchewan that offer Archaeology and/or Anthropology courses and degrees: this is now—and will remain after the merged BA program is implemented—the sole purview of the Department of Archaeology and Anthropology. Because this proposal describes largely an internal Departmental change, the merging of two existing BA programs into one and the deletion of the two individual programs, we do not expect any impact to other programs on campus or elsewhere. Our BSc Archaeology program will be unaffected.

As mentioned above, the new program will be similar to BA Anthropology programs offered by other post-secondary institutions across Canada and the US. If anything, this program change will give our students a broader disciplinary background, make their degrees more directly comparable to those from other institutions, and allow them to have even greater flexibility for employment (e.g., in social service, cultural resource management, and heritage fields) or continuing education (e.g., graduate or professional degrees) after they complete their programs.

Resources:

No additional resources will be required to implement this change. Because we plan to delete both existing sets of BA programs, the resources we use now to support them will be used for the new program. In addition, we have no reason to think that student demand will increase or decrease substantially with the implementation of the new BA program. Over the past five years, we have had an average of 57 declared Archaeology or Anthropology BA majors, graduating an average of 18 students per year. We expect this to stay the same.

Our current Archaeology and Anthropology courses will also remain the same, with the exception of a few minor course changes (e.g., to prerequisites) to ensure consistency with the new program. Only one new course, ANTH 400 (a fourth-year capstone course), is being proposed to accompany this new program.

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Anthropology – Bachelor of Arts and Minor
Archaeology – Bachelor of Arts and Minor

Effective date of termination: May 2019

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

The department of Archaeology and Anthropology is proposing a new merged BA program in Archaeology and Anthropology effective May 2019. The new BA program will allow the department to: i) more effectively offer our programming, ii) further integrate our teaching and research, and iii) meet continuing budgetary constraints. In order to implement the new program, we must delete the existing (separate) programs: the BA in Archaeology and the BA in Anthropology.

2. Technical information.

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

All courses will be offered in the new merged program.

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

There are no positions or other resources used in these programs that will not be used for the new merged program.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

2018-19

Archaeology: 38

Anthropology: 21

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

Archaeology:

Enrollment
 2013-14: 39
 2014-15: 35
 2015-16: 34
 2016-17: 31
 2017-18: 38

Graduates
 2013: 13
 2014: 5
 2015: 11
 2016: 14
 2017: 6

Anthropology:

Enrollment
 2013-14: 22
 2014-15: 23
 2015-16: 22
 2016-17: 20
 2017-18: 21

Graduates
 2013: 11
 2014: 7
 2015: 8
 2016: 10
 2017: 5

3. Impact of the termination.

Internal

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

Existing students will be allowed to complete the current program, or they may choose to switch to the new program. No impact on graduate students.

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

None. All courses will continue to be offered.

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

No other departments or colleges will be affected. All courses offerings will remain the same, and students will still be free to take them as electives.

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

N/A

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

Replacement program is being proposed concurrently.

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

N/A

- 3.7 Describe any impact on research projects.

None.

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

No effect. Merged program will use the same resources as the old programs.

- 3.9 Describe the budgetary implications of this deletion.

All existing resources will be redirected to the new, merged program. Once students have completed the old programs, the department will see greater flexibility in course scheduling, as the need to offer specific ANTH and specific ARCH courses, and a minimum number from each area, will be diminished.

External

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

Because this is a program replacement rather than a program deletion, no negative external impact is anticipated. The new merged program will be comparable to most BA Anthropology programs offered by other post-secondary institutions across Canada and the US. The deletion of the separate programs is simply a means to accomplish our broader goal of an integrated program.

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

Replacement program is being proposed concurrently.

Other

- 3.12 Are there any other relevant impacts or considerations?

No.

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

Please see Department and College statements, and the response received from the Planning and Priorities Committee of Council.

College Statement

From Peta Bonham-Smith, Dean and Acting Vice Dean Academic

I am pleased to confirm that the College of Arts and Science supports replacement of the current Bachelor of Arts programs in Anthropology and in Archaeology with a single, combined program in Archaeology & Anthropology.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. The new program will allow the department to reduce the division between the anthropologists and the archaeologists in the department and will align the program with similar programs across the country. The new program continues the tradition of offering high-quality education in this area, but provides more course options for students, which will allow graduates more options for future study or employment.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on October 10, 2018, as did the College Faculty Council on October 29, 2018.

Planning and Priorities Committee
Notice of Intent for New Programs
 Bachelor of Arts in Archaeology and Anthropology

We would like to propose a new merged BA (and BA Hons) program in Archaeology and Anthropology and to delete the two distinct sets of BA programs (one in Archaeology and one in Anthropology) that we currently offer.

1. Motivation. The new BA program will allow us: i) to more effectively offer our programming, ii) to further integrate our teaching and research, and iii) to meet continuing budgetary constraints.

Program effectiveness. The proposed merged BA will allow the same number of faculty members (currently ten) to teach and graduate the same number of students (an average of 57 BA majors and 18 BA graduates per year over the past five years) while providing a broader disciplinary foundation and more course choice for students and allowing greater teaching flexibility for faculty. The new program will be comparable to most BA Anthropology programs offered by other post-secondary institutions across Canada and the US. Because Archaeology is one of four main subfields within the broader discipline of Anthropology, most universities offer general BA Anthropology degrees that students can tailor to their interests through course selection. This is exactly what we are proposing to offer here at the University of Saskatchewan.

Integration. The Department of Archaeology and Anthropology merged (from two distinct departments) in 2008, with faculty members working towards increasing integration of our teaching and research programs over the last decade. We have made enormous strides, a merged BA program representing the culmination of our efforts and a true integration of our Department into one cohesive unit. An integrated BA program would be of great benefit to students because it will provide them with a broader and intersectional grounding in various subfields of Anthropology (including Archaeology). It will better prepare students not only for graduate work but also for employment in social service, cultural resource management, and heritage fields.

Budgetary Constraints. With continuing reductions to our Department's annual operating budget, we can no longer rely on sessional instructors or associate faculty members to cover off necessary courses for our students. The proposed program will be simpler and more flexible than either set of current BA programs and will have fewer specific courses that students are *required* to take. The remaining *required* courses will be taught regularly by faculty members in our Department only, allowing us to meet students' needs even in a climate of increasing financial constraint.

2. Student Demand. We have no reason to think that student demand will increase or decrease substantially with the implementation of the new BA program. Over the past five years, we have had an average of 57 declared Archaeology or Anthropology BA majors, graduating an average of 18 students per year. We expect this to stay the same. The motivation for this proposed BA merger is not to increase student enrolment *per se*, but to

more effectively offer a better quality program to our students in the face of diminishing resources.

3. Fit with College/University Integrated Plans. This proposed BA program fits with several areas of the University's Strategic Plan, particularly the calls to Enrich Disciplines and Align Structures (under 'Boundless Collaboration'). This proposed program merger is the culmination of disciplinary integration for which we have striven over the last decade. In fact, the new program would offer a fourth-year capstone course covering contemporary issues in both Archaeology and Anthropology, a course that will be taught by faculty members in each subfield. Furthermore, the impetus behind the merged program is to streamline and enhance program delivery for the benefit of both our students and our faculty.

4. Relationships to Other Programs. There are no other programs or units at the University of Saskatchewan that offer Archaeology and/or Anthropology courses and degrees: this is now—and would remain after the merged BA program is implemented—the sole purview of the Department of Archaeology and Anthropology. Because this proposal describes largely an internal Departmental change, the merging of two existing BA programs into one, we do not expect any impact to other programs on campus or elsewhere. Finally, as mentioned above, the new program will be similar to BA Anthropology programs offered by other post-secondary institutions across Canada and the US. If anything, this program change will give our students a broader disciplinary background, make their degrees more directly comparable to those from other institutions, and allow them to have even greater flexibility for employment (e.g., in social service, cultural resource management, and heritage fields) or continuing education (e.g., graduate or professional degrees) after they complete their programs.

5. Resources Available. No additional resources will be required to implement this change. Because we plan to delete both current sets of BA programs, the resources we use now to support them will be used for the new program. Most of our current ARCH and ANTH courses will remain the same. Of those that we plan to change (e.g., minor changes to title or course number) or delete (i.e., those already slated to be deleted or to allow to go moribund), none are directly relevant to or necessary for the implementation of the new program. Only one course, a proposed fourth-year capstone course, will have to be developed and implemented for the new program to be offered.

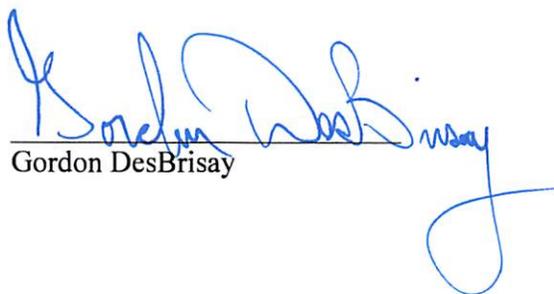
6. Risks, Assumptions, Constraints. We do not believe there are any risks associated with this new program, aside from the transitional years when we will continue to offer the current programs until all current students have graduated or have chosen to change to the new program. In fact, we believe this new program will be attractive to students, even current students, because of its flexibility and breadth. There are, however, risks associated with *not* proceeding, specifically financial risks. With only ten faculty members to offer two sets of BA programs (plus a BSc program in Archaeology and two graduate programs), it will become increasingly difficult in a time of financial austerity for the Department of Archaeology and Anthropology to offer a full suite of courses that continue meet student needs.

7. We would like this new program implemented in May 2019. As mentioned above, most of our current ARCH and ANTH courses will remain the same or undergo very minor changes not directly relevant to or necessary for the new program. These courses will not constitute a barrier for the program's implementation. The proposed fourth-year capstone course, will be developed and submitted for approval in time for this implementation date.

TO: Dirk de Boer, Chair, Planning and Priorities Committee
FROM: Gordon DesBrisay, Vice-Dean Academic
DATE: June 1, 2018
RE: Development of combined major in Archaeology and Anthropology

I am pleased to confirm that the College of Arts & Science supports the development of a Bachelor of Arts program in Archaeology & Anthropology to replace the existing, separate programs in each area. The proposal to combine these areas of study to align with programming at other institutions and to provide greater flexibility for students will enhance the student experience, both while the students are on campus, and through increased opportunities upon graduation. The College is also supportive of changes that allow for continued offering of high quality programs while making the best use of resources available.

This is a most welcome initiative, and I hope that Planning and Priorities will join us in supporting it.


Gordon DesBrisay



MEMORANDUM

TO: Angela Lieverse, head, Department of Archaeology and Anthropology
 Gordon DesBrisay, vice-dean academic, College of Arts and Science
 Alexis Dahl, director of the Programs Office, College of Arts and Science

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: June 12, 2018

RE: **Planning and priorities committee response to the Notice of Intent for a merged Bachelor of Arts (B.A.) in Archaeology and Anthropology**

Thank you once again for attending the planning and priorities committee meeting on June 6, 2018, to present the notice of intent to merge the B.A. in Archaeology and the B.A. in Anthropology into a combined B.A. in Archaeology and Anthropology.

The intent to return to a combined degree program was regarded positively by members, and the department was commended for its initiative to integrate the programs and bring together faculty within the department after a long period of separation with separate degree programs in each discipline. Members commended the department and college for bringing about this new phase in the life of the department and noted that it could serve as an approach for other departments with a divisive history. In addition, the committee supports the merger for pragmatic reasons, as it will enable the department to deliver the merged program more efficiently.

I wish you the very best as you proceed to develop the full program proposal to submit to the academic programs committee of Council. Please do not hesitate to contact me if you have any questions.

Kind regards,

A handwritten signature in blue ink, appearing to read "Dirk de Boer".

Dirk de Boer

c Tony Vannelli, provost and vice-president academic
 Terry Wotherspoon, chair, academic programs committee of Council
 Russell Isinger, registrar

To: BA, BFA, and BMus Academic Programs Committee, College of Arts and Science
From: Angela R. Lieverse, Head
Re: BA Program Revision
Date: 17 September 2018

Dear members of the BA, BFA, and BMus APC

The Department of Archaeology and Anthropology has been working for almost a year to renew our BA programming in order to achieve our goal of offering a flexible and integrated undergraduate program with a broad disciplinary foundation, all in an era of financial austerity. The proposed program, a merged BA in Archaeology and Anthropology, will be comparable to most BA Anthropology programs offered by other post-secondary institutions across Canada and the US. Because Archaeology is one of four main subfields within the broader discipline of Anthropology, most universities offer general BA Anthropology degrees that students can tailor to their interests through course selection. Our new program will do the same, further integrating our Department (merged in 2008 from two distinct academic units) and allowing us to meet increasing budgetary constraints.

The proposed merged program was initially designed by a subcommittee of five faculty members, Anthropologists and Archaeologists, after a thorough examination of similarly-sized BA Anthropology programs across Canada and the US. Consultation then involved the Department's full faculty complement and the College's Director of Programs, Alexis Dahl. The proposed program was approved unanimously at a Faculty meeting on 04 May 2018, with an aim of full implementation the following spring, May 2019. The implementation of the new BA in Archaeology and Anthropology necessitates the deletion of our two existing BA programs, one in Archaeology and one in Anthropology. Existing students will be allowed to complete their current BA programs unless they choose to switch to the new one.

Please feel free to contact me directly if you have further questions.

Yours sincerely,



Angela R. Lieverse, PhD
Professor and Head

Program Description

Archaeology and Anthropology are closely related and complementary disciplines that endeavour to explore human diversity in its many forms. Archaeology is the study of artifacts and other physical remains of earlier societies and communities in order to unravel the mysteries of human cultural variability and adaptation. Archaeologists can reconstruct past human behaviours and life ways from tools, shelters, ornaments, food remnants, modified landscapes, and even human remains. Anthropology seeks a broad comprehension of the human experience through time and space, and asks the most enduring question, "What does it mean to be human?" Anthropology draws connections from studies of our hominin ancestors, living primates, and early human populations, to contemporary social and cultural formations.

Major Average

The major average in Anthropology programs includes the grades earned in:

- [ANTH 111.3](#) and [ARCH 112.3](#)
- All ANTH, all ARCH, and all courses listed in the Major Requirement B6.

Residency Requirements in the Major

To receive a degree in Anthropology, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- [ANTH 111.3](#) and [ARCH 112.3](#)
- Minimum requirements in Major Requirement B6.

See [Residency](#) for additional details.

[Bachelor of Arts Four-year \(B.A. Four-year\) – Archaeology and Anthropology](#)

No more than 6 credit units from one subject may be used in Requirements B1 to B4.

[B1 Basic Social Science Requirement \(12 credit units\)](#)

- [ANTH 111.3](#)
- [ARCH 112.3](#)

Choose **6 credit units** from the following:

- [ECON 111.3](#)
- [ECON 114.3](#)
- [GEOG 130.3](#)

- [GEOG 150.3](#)
- [HLST 110.3](#)
- [INDG 107.3](#)
- [IS 110.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [PSY 120.3](#)
- [PSY 121.3](#)
- [SOC 111.3](#)
- [SOC 112.3](#)
- [WGST 112.3](#)
 - Any senior-level social science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Social Science Requirement.
 - Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#)).
 - Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.

[B2 Humanities Requirement \(6 credit units\)](#)

Choose **6 credit units** from the following:

- Humanities course list

[B3 Science Requirement \(6 credit units\)](#)

Choose **6 credit units** from the following:

- Science (Type A, B, & D) course list

[B4 Language Requirement \(6 credit units\)](#)

Choose **6 credit units** from the following:

- Languages list (includes courses in ENG and LIT)

[B5 General Requirement \(6 credit units\)](#)

Choose **6 credit units** from the areas of Humanities, Science and/or Fine Arts.

[Humanities](#)

ScienceFine ArtsCourses with No Program Type**B6 Major Requirement (36 credit units)**

- ANTH 400.3 (Contemporary Issues in Archaeology & Anthropology)

Choose **9 credit units** from the following:

- ANTH 231.3
- ANTH 240.3
- ARCH 250.3
- ARCH 270.3

Choose **3 - 6 credit units** from the following:

- ANTH 302.3
- ARCH 361.6

Choose **18-21 credit units** from the following:

At least 15 credit units must be at the 300- or 400-level, and 3 credit units must be at the 400-level.

- [200-Level, 300-Level or 400-Level ANTH Courses](#)
- [200-Level, 300-Level or 400-Level ARCH Courses](#)

B7 Electives Requirement (48 credit units)

Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.

Bachelor of Arts Honours (B.A. Honours) – Archaeology and Anthropology

Students interested in entering an Honours program should consult advisors in the department concerned before registering for their second year. Of the 120 credit units required for the B.A. Honours degree, at least 66 credit units must be at the senior level. Application for admission

to Honours is not considered until successful completion of at least 60 credit units with at least 70% in the subject of Honours. For further details, please see the [Academic Information and Policies](#) section.

No more than 6 credit units from one subject may be used in Requirements B1 to B4.

B1 Basic Social Science Requirement (12 credit units)

- [ANTH 111.3](#)
- [ARCH 112.3](#)

Choose **6 credit units** from the following:

- [ECON 111.3](#)
- [ECON 114.3](#)
- [GEOG 130.3](#)
- [GEOG 150.3](#)
- [HLST 110.3](#)
- [INDG 107.3](#)
- [IS 110.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [PSY 120.3](#)
- [PSY 121.3](#)
- [SOC 111.3](#)
- [SOC 112.3](#)
- [WGST 112.3](#)
 - Any senior-level social science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Social Science Requirement.
 - Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#)).
 - Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.

B2 Humanities Requirement (6 credit units)

Choose **6 credit units** from the following:

- Humanities course list

B3 Science Requirement (6 credit units)

Choose **6 credit units** from the following:

- Science (Type A, B, & D) course list

B4 Language Requirement (6 credit units)

Choose **6 credit units** from the following:

- Languages list (includes courses in ENG and LIT)

B5 General Requirement (6 credit units)

Choose 6 credit units from the areas of Humanities, Science and/or Fine Arts.

Humanities

Science

Fine Arts

Courses with No Program Type

B6 Major Requirement (42 credit units)

- ANTH 400.3 (Contemporary Issues in Archaeology & Anthropology)

Choose **9 credit units** from the following:

- ANTH 231.3
- ANTH 240.3
- ARCH 250.3
- ARCH 270.3

Choose **3 - 6 credit units** from the following:

- ANTH 302.3
- ARCH 361.6

Choose **24-27 credit units** from the following:

At least 15 credit units must be at the 300- or 400-level and 6 credit units must be at the 400-level.

- [200-Level, 300-Level or 400-Level ANTH Courses](#)
- [200-Level, 300-Level or 400-Level ARCH Courses](#)

B7 Electives Requirement (42 credit units)

Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.

If you require further assistance, please contact the Arts & Science Undergraduate Student Office.

Bachelor of Arts Three-year (B.A. Three-year) – Archaeology and Anthropology

No more than 6 credit units from one subject may be used in Requirements B1 to B4.

B1 Basic Social Science Requirement (12 credit units)

- [ANTH 111.3](#)
- [ARCH 112.3](#)

Choose **6 credit units** from the following:

- [ECON 111.3](#)
- [ECON 114.3](#)
- [GEOG 130.3](#)
- [GEOG 150.3](#)
- [HLST 110.3](#)
- [INDG 107.3](#)
- [IS 110.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [PSY 120.3](#)
- [PSY 121.3](#)
- [SOC 111.3](#)
- [SOC 112.3](#)

- [WGST 112.3](#)
 - Any senior-level social science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Social Science Requirement.
 - Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#)).
 - Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.

[B2 Humanities Requirement \(6 credit units\)](#)

Choose **6 credit units** from the following:

- Humanities course list

[B3 Science Requirement \(6 credit units\)](#)

Choose **6 credit units** from the following:

- Science (Type A, B, & D) course list

[B4 Language Requirement \(6 credit units\)](#)

Choose **6 credit units** from the following:

- Languages list (includes courses in ENG and LIT)

[B5 General Requirement \(6 credit units\)](#)

Choose 6 credit units from the areas of Humanities, Science and/or Fine Arts.

[Humanities](#)

[Science](#)

[Fine Arts](#)

[Courses with No Program Type](#)

[B6 Major Requirement \(24 credit units\)](#)

Choose **3 credit units** from the following:

- ANTH 231.3
- ANTH 240.3

Choose **3 credit units** from the following:

- ARCH 250.3
- ARCH 270.3

Choose **3 - 6 credit units** from the following:

- ANTH 302.3
- ARCH 361.6

Choose **12-15 credit units** from the following:

- [200-Level, 300-Level or 400-Level ANTH Courses](#)
- [200-Level, 300-Level or 400-Level ARCH Courses](#)

B7 Electives Requirement (30 credit units)

Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 90 credit unit Three-year program. Of the 90 credit units required at least 42 must be at the 200-level or higher and no more than 42 in one subject.



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New Course Proposal Form

1. Approval by department head or dean: The course proposal was approved by the Academic Programs Committee (BA, BFA, BMus) on October 10, 2018, and by Arts & Science Faculty Council (as part of the new program proposal) on October 29, 2018.

2. Information required for the Catalogue

2.1 Label & Number of course: ANTH 400.3

2.2 Title of course: Contemporary Issues in Archaeology and Anthropology

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture 3 Seminar Lab Tutorial Other

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

2.6 Prerequisite: 24 credit units ANTH or ARCH courses; and permission of the department.

2.7 Calendar description: This is a fourth-year capstone course that integrates archaeology and anthropology in a weekly seminar focusing on contemporary (i.e., 21st century) issues spanning the two sub-disciplines. Students will engage in a variety of contemporary readings and discussions and will be required to produce an original research paper that integrates archaeological and anthropological literature in a (previously-approved) topic of their choice. While weekly topics will vary from year to year, they will be grouped under one or more of five broad themes: Power, Identity, Community, Conflict, and Body. Topics covered will be timely and responsive to current events. This course will require active engagement by students, rather than passive absorption of lecture material. Assessment will be based on class participation, presentation, and an iterative series of writing assignments (a research paper proposal, annotated bibliography, and original research paper). This is a required course for the BA and BA Hons degrees in Archaeology and Anthropology.

2.8 Any additional notes

3. Rationale for introducing this course.

The Department of Archaeology and Anthropology is creating a new (merged) BA program in Archaeology and Anthropology, and deleting our two distinct BA programs (one in Archaeology and the other in Anthropology). The new BA program will allow us to: i) more effectively offer our programming, ii) further integrate our teaching and research, and iii) meet continuing budgetary constraints. This course is being created as a required capstone course for senior students in our new BA program.

4. Learning Objectives for this course.

Learning Outcomes:

By the completion of this course, students will be expected:

1. To know the types of questions that anthropologists and archaeologists have raised in the last ten years related to power, identity, community, conflict, and bodies;
 2. To identify points of synthesis and contrast in anthropological and archaeological approaches to contemporary issues;
 3. To communicate the importance of archaeological and anthropological insights related to the dynamics of power, identity, community, conflict, and bodies in present and past societies;
 4. To understand how anthropological and archaeological techniques and theories can be applied to redressing social, environmental, and political inequities.
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?
 Course(s) for which this course will be a prerequisite?
 Is this course to be required by your majors, or by majors in another program?
 This course will be required for students in the BA Honours and Four-year programs in Archaeology & Anthropology. This course will not serve as a prerequisite for other courses, and no courses are being deleted as a result of creating this one.
7. Course outline.
 (Weekly outline of lectures or include a draft of the course information sheet.)
 See attached syllabus.
8. Enrolment.
 Expected enrollment:
 From which colleges?
 20 students in Arts and Science are expected to enroll.
9. Student evaluation.
 Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
 See attached syllabus. This course will not have a final exam.
10. Required text:
 Include a bibliography for the course.
 See attached syllabus.
11. Resources.
 Proposed instructor: Angela Lieverse, Pam Downe
 How does the department plan to handle the additional teaching or administrative workload?
 Teaching and other course expenses will be accommodated within the departmental budget.
 Are sufficient library or other research resources available for this course? **Yes.**
 Are any additional resources required (library, audio-visual, technology, etc.)? **No additional resources are required.**
12. Date of Implementation: **May 2019**
 To be offered: **annually** biennially other

ANTH 400.3 - Contemporary Issues in Archaeology & Anthropology

Land Acknowledgment:

"As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places." – University Council

Course Description:

This is a fourth-year capstone course that integrates archaeology and anthropology in a weekly 150 minute seminar focusing on contemporary (i.e., 21st century) issues spanning the two sub-disciplines. Students will engage in a variety of contemporary readings and discussions and will be required to produce an original research paper that integrates archaeological and anthropological literature in a (previously-approved) topic of their choice. While weekly topics will vary from year to year, they will be grouped under one or more of five broad themes: Power, Identity, Community, Conflict, and Body. Topics covered will be timely and responsive to current events, such as reconciliation, immigration, and displacement. The class will be coordinated by one faculty member who will maintain continuity of course material and consistency of student assessment, but with contributions from 3–5 others over the course of the semester. This course will require active engagement by students, rather than passive absorption of lecture material. Assessment will be based on class participation, presentation, and an iterative series of writing assignments (a research paper proposal, annotated bibliography, and original research paper). This is a required course for the BA and BA Hons degrees in Archaeology and Anthropology.

Learning Outcomes:

By the completion of this course, students will be expected:

1. To know the types of questions that anthropologists and archaeologists have raised in the last ten years related to power, identity, community, conflict, and bodies;
2. To identify points of synthesis and contrast in anthropological and archaeological approaches to contemporary issues;
3. To communicate the importance of archaeological and anthropological insights related to the dynamics of power, identity, community, conflict, and bodies in present and past societies;
4. To understand how anthropological and archaeological techniques and theories can be applied to redressing social, environmental, and political inequities.

Required Resources:

The required materials for this course will be available through the University Library system and/or available for purchase through the Bookstore.

Course Schedule:

1. Week 1: Introduction – Archaeological and Anthropological Integration

2. Weeks 2–3: Power

In this section, we will explore some of the contemporary ethnographic, cultural, archaeological, and bioarchaeological questions related to power. We will consider issues such as colonialism, inequity, and political organization and hierarchy.

Required Readings will include a selection from:

Angelbeck, Bill, and Colin Grier. (2012). Anarchism and the Archaeology of Anarchic Societies: Resistance to Centralization in the Coast Salish Region of the Northwest Coast. *Current Anthropology*, 53(5), 547-587.

Bayman, James M. (2002) Hohokam Craft Economies and the Materialization of Power. *Journal of Archaeological Method and Theory* 9(1):69–95.

Boddy, J. (2011). Colonialism: Bodies under colonialism. In F. E. Mascia-Lees (Ed.), *A companion to the anthropology of the body and embodiment* (pp. 119-136). New York: Wiley-Blackwell.

Gibbons, Ann (2012). The Ultimate Sacrifice. *Science* 336:834-837.

Hine, L.W. (2005). Child labor. In C. Squiers (Ed.), *The body at risk: Images of disorder, illness, and healing* (pp. 19-43). Berkeley: University of California Press.

Juengst, S.L. (2018). Complexity and power: a bioarchaeological analysis of socioeconomic change on the Copacabana Peninsula, 800 BC-AD 200. *Bioarchaeology International*, 2(1), 1-19.

Klehm, Carla E. (2017). Finding Russia in Botswana: AIDS, Archaeology, and the Power of the Ancestors. *Journal of Archaeological Method and Theory* 24(1):28-49. [To be read in conjunction with Mixter and Henry 2017]

Kohler, Timothy A., Michael E. Smith, Amy Bogaard, Christian E. Peterson, Alleen Betzenhauser, Gary M. Feinman, Rahul C. Oka, Matthew Pailles, Anna Marie Prentiss, Elizabeth C. Stone, Timothy J. Dennehy, and Laura J. Ellyson (2018). *Deep Inequality: Summary and Conclusions*. In T. Kohler and M. Smith (eds) *Ten Thousand Years of Inequality: The Archaeology of Wealth Differences*. Amerind Studies in Anthropology. Tucson: University of Arizona Press.

Li, Tania Murray. (2007). Governmentality. *Anthropologica*, 49(2), 275-281.

Menzies, Charles, and Anthony Marcus. (2005). Towards a Class-Struggle Anthropology. *Anthropologica*, 47(1), 13-33.

Mixter, David W. and Edward R. Henry. (2017). Introduction to Webs of Memory, Frames of Power: Collective Remembering in the Archaeological Record. *Journal of Archaeological Method and Theory* 24(1):1-9.

Navia, D., Henderson, R., & Charger, L. (2018). Uncovering colonial legacies: Voices of Indigenous youth on child welfare (dis)placements. *Anthropology & Education*, 49(2), 146-163.

Ortner, S. (2006). *Anthropology and social theory: Culture, power, and the acting subject*. Durham, NC: Duke University Press. (Chapter 6: Power and Projects – Reflections on Agency, pp. 129-153)

Panich, Lee M. (2013). Archaeologies of Persistence: Reconsidering the Legacies of Colonialism in Native North America. *American Antiquity*78(1):105-122.

Peréz, V.R. (2012). The politicization of the dead: violence as performance, politics as usual. In D.L. Martin, R.P. Harrod, & V.R. Pérez (Eds.), *The Bioarchaeology of Violence*(pp.13-28). Gainesville, FL: University of Florida Press

Steeves, Paulette. (2015). Academia, Archaeology, CRM, and Tribal Historic Preservation. *Archaeologies* 11(1):121-141.

Wilce, J. (2008). Madness, fear, and control in Bangladesh: Clashing bodies of power/knowledge. *Medical Anthropology Quarterly*, 18(3), 357-375.

3. Weeks 3–4: Communities

In this section, we will explore some of the contemporary ethnographic, cultural, archaeological, and bioarchaeological questions related to communities. We will consider issues such as place, heritage, food, and community-engagement in research.

Required Readings will include a selection from:

Allen, J.S. (2015). *Home: How habitat made us human*. New York: Basic Books. (selected chapters)

Amundsen-Meyer, Lindsay M. (2015). Creating a spatial dialogue: A'kee Piskun and attachment to place on the Northwestern Plains. *Plains Anthropologist*60(234):124-149.

Anderson David G., Loovers Jan Peter Laurens, Schroer Sara Asu, and Wishart Robert P. (2017). Architectures of Domestication: On Emplacing Human-animal Relations in the North. *Journal of the Royal Anthropological Institute*,23(2), 398–416.

Angelbeck, Bill and Colin Grier (2014). From Paradigms to Practices: Pursuing Horizontal and Long-Term Relationships with Indigenous Peoples for Archaeological Heritage Management. *Canadian Journal of Archaeology*38(2):519-540.

Carballo, David M., Paul Roscoe and Gary M. Feinman. (2014). Cooperation and Collective Action in the Cultural Evolution of Complex Societies. *Journal of Archaeological Method and Theory*21(1):98-133.

Clapp, J.T., Roberts, J.A., Dahlgerg, B. et al. (2016). Realities of environmental toxicity and their ramifications for community engagement. *Social Science & Medicine*, 170, 143-151.

Cobb, Charles R. and Brian M. Butler. (2017). Mississippian Plazas, Performances, and Portable Histories. *Journal of Archaeological Method and Theory*24(3):676-702.

Creed, G.W. (2008). Constituted through conflict: Images of community (and nation) in Bulgarian rural ritual. *American Anthropologist*, 106(1), 56-70.

Creese, John L. (2011). Algonquian rock art and the landscape of power. *Journal of Social Archaeology*11(1):3-20.

Fitzhugh, William W. (2017). Mongolian Deer Stones, European Menhirs, and Canadian Arctic Inuksuit: Collective Memory and the Function of Northern Monument Traditions. *Journal of Archaeological Method and Theory*24(1):149-187.

Harris, Oliver J. T. (2014). (Re)assembling Communities. *Journal of Archaeological Method and Theory*21(1):76-97.

Hulzenga, D. (2014). Documenting "community" in the khomani San land claim in South Africa. *PoLAR*, 37(1), 145-161.

Klaus, H.D. & Alvarez-Cadlerón, R. (2017). Escaping conquest? A first look at regional cultural and biological variation in postcontact Eten, Peru. In M.S. Murphy & H.D. Klaus (Eds.), *Colonized Bodies, Worlds Transformed: Toward a Global Bioarchaeology of Contact and Colonialism*(pp. 95-128). Gainesville: University of Florida Press.

Kohn, Eduardo. (2007). How Dogs Dream: Amazonian Natures and the Politics of Transspecies Engagement. *American Ethnologist*,34(1), 3-24.

Lyons, Natash and Susan Blair (2018). Looking Both Ways at Community-Oriented Archaeologies in Canada. *Canadian Journal of Archaeology*42(1):172-183

McNiven, Ian J. (2016). Theoretical Challenges of Indigenous Archaeology: Setting an Agenda. *American Antiquity* 81(1):27-41.

Oetelaar, Gerald A. (2014). Better Homes and Pastures: Human Agency and the Construction of Place in Communal Bison Hunting on the Northern Plains. *Plains Anthropologist*59(229):9-37.

Palmer, Andie Diane. (2005). Chapter One – Introduction: A Discourse-Centred Approach to Understanding. *Maps of Experience: The Anchoring of Land to Story in Secwepemc Discourse*. Toronto: University of Toronto Press.

Sahlins, Marshall. (1999). What is Anthropological Enlightenment? Some Lessons of the Twentieth Century. *Annual Review of Anthropology*, 28, i-xxiii.

Thom, Brian. (2017). Entanglements in Coast Salish Ancestral Territories. *Entangled Territorialities: Negotiating Indigenous Lands in Canada and Australia*, edited by Françoise Dussart and Sylvie Poirier, 140-162. Toronto: University of Toronto Press.

Thomas, P. (2002). The river, the road, and the rural-urban divide: A postcolonial moral geography from Southeast Madagascar. *American Ethnologist*, 29(2), 366-391.

4. Weeks 5–7: Identities

In this section, we will explore some of the contemporary ethnographic, cultural, archaeological, and bioarchaeological questions related to collective identities. We will consider issues such as gender, Indigeneity, “race” and racism, ritual, heritage, food and resource use, and aging.

Required Readings will include a selection from:

Amundsen-Meyer, Lindsay M. (2013). Nature versus Culture: A Comparison of Blackfoot and Kayapó Resource Management. *Canadian Journal of Archaeology* 37(2):219-247.

Blackburn, C. (2009). Differentiating Indigenous citizenship: Seeking multiplicity in rights, identity, and sovereignty in Canada. *American Ethnologist*, 36(1), 66-78.

Burman, A. (2010). The strange and the native: Ritual and activism in the Aymara quest for decolonization. *Journal of Latin American and Caribbean Anthropology*, 15(2), 457-475.

Cave, C.M. & Oxenham, M.F. (2017). Sex and the elderly: attitudes to long-lived women and men in early Anglo-Saxon England. *Journal of Anthropological Archaeology*, 48, 207-216.

Colpron, Anne-Marie. (2013). Contact Crisis: Shamanic Explorations of Virtual and Possible Worlds. *Anthropologica*, 55(2), 373-383.

Delugan, R.M. (2010). Indigeneity across borders: Hemispheric migrations and cosmopolitan encounters. *American Ethnologist*, 37(1), 83-97.

Dorais, Louis-Jacques. (2010). Conclusion: Language and Identity in the Arctic. *The Language of the Inuit: Syntax, Semantics, and Society in the Arctic*. Montreal and Kingston: McGill-Queen’s University Press.

Fritz, Carole, Gilles Tosello and Margaret W. Conkey. (2016). Reflections on the Identities and Roles of the Artists in European Paleolithic Societies. *Journal of Archaeological Method and Theory* 23(4):1307-1332.

Fuglestedt, Ingrid. (2014). Declaration on Behalf of an Archaeology of Sexe. *Journal of Archaeological Method and Theory* 21(1):46-75.

Garcia, M.E. (2013). The taste of conquest: Colonialism, cosmopolitics, and the dark side of Peru’s gastronomic boom. *Journal of Latin American and Caribbean Anthropology*, 18(3), 505-524.

Ghisleni, Lara, Alexis M. Jordan and Emily Fiocoprile. (2016). Introduction to “Binary Binds”: Deconstructing Sex and Gender Dichotomies in Archaeological Practice. *Journal of Archaeological Method and Theory* 23(3):765-787.

Glaskin, Katie. (2012). Anatomies of Relatedness: Considering Personhood in Aboriginal Australia. *American Anthropologist*, 114(2), 297-308.

Groesbeck, Amy S., Kirsten Rowell, Dana Lepofsky and Anne K. Salomon. (2014). Ancient Clam Gardens Increased Shellfish Production: Adaptive Strategies from the Past Can Inform Food Security Today. *PLoS One* 9(3):e91235.

Guerrero, M.A.J. (2003). Global genocide and biocolonialism: On the effect of the human genome diversity project on targeted Indigenous peoples/ecocultures as "isolates of historic interest." In A. Aldama (Ed.), *Violence and the body: Race, gender, and the state* (pp. 171-188). Bloomington, IN: Indiana University Press.

Howse, Lesley. (2018). Hunting Technologies and Archaeofaunas: Societal Differences Between Hunter-Gatherers of the Eastern Arctic. *Journal of Archaeological Method and Theory*. (Online First)

Kolopenuk, J. (2018). "Pop-up" Métis and the rise of Canada's post-Indigenous formation. *American Anthropologist*, 120(2), 333-337.

Laugrand, Frédéric, and Jarich Oosten. (2014). Chapter 11: Reconnecting People and Healing the Land: Inuit Pentecostal and Evangelical Movements. *Inuit Shamanism and Christianity: Transitions and Transformations in the Twentieth Century*. Montreal and Kingston: McGill-Queen's University Press.

Luhrmann, Tanya M. (2004). Metakinesis: How God Becomes Intimate in Contemporary U.S. Christianity. *American Anthropologist*, 106(3), 518-528.

Martin, D.L., Harrod, R.P., & Fields, M. (2010). Beaten down and worked to the bone: bioarchaeological investigations of women and violence in the ancient Southwest. *Landscapes of Violence*, 1(3), 1-19.

Nonini, D. (2013). The local food movement and the anthropology of global systems. *American Ethnologist*, 40(2), 267-275.

Norget, K. (2010). A cacophony of autochthony: representing Indigeneity in Oaxacan popular mobilization. *Journal of Latin American and Caribbean Anthropology*, 15(1), 116-143.

Sangster, Joan. (2007). The Beaver as Ideology: Constructing Images of Inuit and Native Life in Post-War Canada. *Anthropologica*, 49(2), 191-209.

Sofaer, J. (2011). Towards a social bioarchaeology of age. In S.C. Agarwal & B.A. Glencross (Eds.), *Social Bioarchaeology*(pp.285-311). Blackwell Studies in Global Archaeology. Chichester: Wiley-Blackwell.

Tiesler, V, & Zabala, P. (2017). Survival and abandonment of Indigenous head-shaping practices in Iberian America after European contact. In M.S. Murphy & H.D. Klaus (Eds.), *Colonized Bodies, Worlds Transformed: Toward a Global Bioarchaeology of Contact and Colonialism*(pp. 281-311). Gainesville: University of Florida Press.

West, C.T. (2015). Public and private responses to food insecurity: Complementarity in Burkino Faso. *Culture, Agriculture, Food, and Environment*, 37(2), 53-62.

Westman, Clinton N.(2015).The *wihkohtowin*: Ritual Feasting among Cree and Métis Peoples in Northern Alberta. *Anthropologica*, 57(2), 299-314.

5. Weeks 8–9: Conflict

In this section, we will explore some of the contemporary ethnographic, cultural, archaeological, and bioarchaeological questions related to conflict. We will consider issues such as interpersonal and collective violence, structural and colonial violence, and environmental resources.

Required Readings will include a selection from:

Ali, S. (2003). *Mining, the environment, and Indigenous development conflicts*. Tucson, AZ: University of Arizona Press. (selected chapters)

Arzhantseva, Irina A. and Azilkhan A. Tazhekeev (2017). Contested landscapes of Soviet Central Asia: an ethnoarchaeological case study from Kazakhstan. *Journal of Conflict Archaeology*12(3):177-191.

Davis Jackson, Deborah. (2011). Scents of Place: the Displacement of a First Nations Community in Canada. *American Anthropologist*, 113(4), 606-618.

Ervin, Alexander M. (2012). A Green Coalition Versus Big Uranium: Rhizomal Networks of Advocacy and Environmental Action. *Capitalism, Nature, Socialism*, 23(3), 52-70.

Gilbin, John Daniel (2015). Towards an Archaeology of Recent Conflict in Western Great Lakes Africa. *Journal of Conflict Archaeology*10(2):123-146.

Goldstein, D. (2003). *Laughter out of place: Race, class, violence, and sexuality in a Rio shantytown*. Berkeley: University of California Press. (selected chapters)

Hautzinger, S. (2007). *Violence in the city of women: Police and batterers in Bahia, Brazil*. Berkeley: University of California Press. (selected chapters)

Hutchinson, Sharon E., and Naomi R. Pendle. 2015. Violence, Legitimacy, and Prophecy: Nuer Struggles with Uncertainty in South Sudan. *American Ethnologist*, 42(3), 415-430.

Jones, Terry L. , Gary M. Brown, L. Mark Raab, Janet L. McVickar, W. Geoffrey Spaulding, Douglas J. Kennett, Andrew York and Phillip L. Walker. (1999). Environmental imperatives reconsidered: Demographic crises in Western North America during the Medieval Climatic Anomaly. *Current Anthropology*40(2):137-170.

Klaus, H.D. (2012). The bioarchaeology of structural violence: A theoretical model and a case study. In D.L. Martin, R.P. Harrod, & V.R. Pérez (Eds.), *The Bioarchaeology of Violence*(pp.29-62). Gainesville, FL: University of Florida Press,

Li, Fabiana. (2016). In Defense of Water: Modern Mining, Grassroots Movements, and Corporate Strategies in Peru. *Journal for Latin American and Caribbean Anthropology*, 21(1), 109-129.

McNutt, Ryan K. (2017). 'What's left of the flag': the Confederate and Jacobite 'lost cause' myths, and the construction of mythic identities through conflict commemoration. *Journal of Conflict Archaeology*12(3):142-162.

Merry, S.E. (2001). Spatial governmentality and the new social order: Controlling gender violence through law. *American Anthropologist*, 103(1), 16-29.

Merry, S.E. & Coutin, S. (2014). Technologies of truth in the anthropology of conflict. *American Ethnologist*, 41(1), 1-16.

Nystrom, K.C. (2014) The bioarchaeology of structural violence and dissection in the 19th-century United States. *American Anthropologist*, 116(4), 765-779.

Sanford, V. (2009). What is an anthropology of genocide? Reflections on field research with Maya survivors in Guatemala. In A. Hinton & K. O'Neill (Eds.), *Genocide: Truth, memory, and representation* (pp. 29-35). Durham, NC: Duke University Press.

Schwindt, Dylan M., R. Kyle Bocinsky, Scott G. Ortman, Donna M. Glowacki, Mark D. Varien and Timothy A. Kohler. (2016). The Social Consequences of Climate Change in the Central Mesa Verde Region. *American Antiquity* 81(1):74-96.

Straight, B. (2009). Making sense of violence in the "badlands" of Kenya. *Anthropology & Humanism*, 34(1), 21-30.

Sturdy Colls, Caroline (2012). Holocaust Archaeology: Archaeological Approaches to Landscapes of Nazi Genocide and Persecution. *Journal of Conflict Archaeology* 7(2):70-104.

Todd, Zoe. (2016). From a Fishy Place: Examining Canadian State Law Applied in the Daniels Decision from the Perspective of Métis Legal Orders. *TOPIA: Canadian Journal of Cultural Studies*, 36, 43-57.

Willow, Anna J. (2014). The New Politics of Environmental Degradation: Un/Expected Landscapes of Disempowerment and Vulnerability. *Journal of Political Ecology* 21, 237-257.

6. Weeks 10–12: Bodies

In this section, we will explore some of the contemporary ethnographic, cultural, archaeological, and bioarchaeological questions related to bodies, embodiment, and (inter)corporeality. We will consider issues such as aging, death and dying, infection and contamination, disability, as well as beauty, ornamentation, and modification. We will also explore the legal and ethical requirements of the excavation and analysis of human remains, from both scientific and indigenous perspectives.

Required Readings will include a selection from:

Agarwal, S.C. (2012). The past of sex, gender, and health: bioarchaeology of the aging skeleton. *American Anthropologist*, 114(2), 322-335.

Brown, P., Armelagos, G.J., & Maes, K.C. (2011). Humans in a world of microbes. In M. Singer & P. Erikson (Eds.), *A companion to medical anthropology* (pp. 253-270). New York: Wiley-Blackwell.

Chatters, J. C. (2017). Making archaeological sense of Kennewick Man. *Quaternary International*, 444, 83-97.

Crandle, J.J. & Martin, D.L. (2014). The bioarchaeology of postmortem agency: integrating archaeological theory with human skeletal remains. *Cambridge Archaeological Journal*, 24, 429-435. (This is the introductory article of a special issue of CAJ entitled *The Bioarchaeology of Postmortem Agency*)

Cynthia-Lou, C. (2013). The Extermination of Kennewick Man's Authenticity through Discourse. *Wicazo Sa Review*, 28(1), 65-76.

DeMello, M. (2011). Modification: Blurring the divide – human and animal body modifications. In F. E. Mascia-Lees (Ed.), *A companion to the anthropology of the body and embodiment*(pp. 338-352). New York: Wiley-Blackwell.

Deter-Wolf, Aaron, Benoît Robitaille, Lars Krutak and Sébastien Galliot. (2016). The world's oldest tattoos. *Journal of Archaeological Science: Reports*5(C):19-24.

Edmonds, A. (2013). Can medicine be aesthetic? Disentangling beauty and health in elective surgeries. *Medical Anthropology Quarterly*, 27(2), 233-252.

Hanna, M. G. (2005). The changing legal and ethical context of archaeological practice in Canada, with special reference to the repatriation of human remains. *Journal of Museum Ethnography*(17), 141-151.

Hebda, R., & Greer, Sheila, editor. (2017). *Kwäday Dän Ts'inchj : Teachings from Long Ago Person Found*. Victoria: Royal BC Museum, Champagne and Aishihik First Nations. (Selected Readings From)

Lock, M. (2005). Twice dead: Organ transplants and the reinvention of death. In M. Fraser & M. Greco (Eds.), *The body*(pp. 262-265). London: Routledge.

Macia, E., Duboz, P., & Chevé, D. (2015). The paradox of impossible beauty: Body changes and beauty practices in aging women. *Journal of Women and Aging*, 27, 174-187.

Meltzer, D. J. (2015). Kennewick Man: coming to closure. *Antiquity*, 89(348), 1485-1493.

Niels, Lynnerup. (2015). Bog Bodies. *The Anatomical Record*298(6):1007-1012.

Obeyesekere, Gananath. (2005). Chapter One: Anthropology and the Man-Eating Myth. In *Cannibal Talk: The Man-Eating Myth and Human Sacrifice in the South Seas*. Berkeley: University of California Press.

Potter, Ben A., Joel D. Irish, Joshua D. Reuther and Holly J. McKinney. (2014). New insights into Eastern Beringian mortuary behavior: A terminal Pleistocene double infant burial at Upward Sun River. *Proceedings of the National Academy of Sciences*, Vol.111(48), pp.17060-5

Rasmussen, M., Sikora, M., Albrechtsen, A., Korneliussen, T. S., Moreno-Mayar, J. V., Poznik, G. D., . . . Willerslev, E. (2015). The ancestry and affiliations of Kennewick Man. *Nature*, 523, 455.

Salgado, S. (2005). The end of polio. In C. Squiers (Ed.), *The body at risk: Images of disorder, illness, and healing* (pp. 210-233). Berkeley: University of California Press.

Vilaça, Aparecida. (2000). Relations Between Funerary Cannibalism and Warfare Cannibalism: The Question of Predation. *Ethnos: Journal of Anthropology*, 65(1), 83-106.

Vilaça, Aparecida. (2005). Chronically Unstable Bodies: Reflections on Amazonian Corporalities. *Journal of the Royal Anthropological Institute*, 11(3), 445-464.

Walrath, D. (2017). Bones, biases, and birth: excavating contemporary gender norms from reproductive bodies of the past. In S.C. Agarwal & J.K. Wesp (Eds.), *Exploring Sex and Gender in Bioarchaeology*(pp. 15-49). Albuquerque, NM: University of New Mexico Press.

7. Week 13: Conclusion – Reconciliation and Decolonialism

Required Readings will include a selection from:

Asch, M. (2014). *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto: University of Toronto Press. (selected chapters)

Auger, Reginald (2018). On the “Instrumentalisation” of Archaeology as a Tool of Colonialism. *Canadian Journal of Archaeology*42(1):165-171

Peters, S.K. (2016). Loaded speech: Between voices in Indigenous public speaking events. *Linguistic Anthropology*, 26(3), 315-334.

Pickering, K. (2004). Decolonizing time regimes: Lakota conceptions of work, economy, and society. *American Anthropologist*, 106(1), 85-97.

Mrozowski, S. A. and Schimdt, P. R., and (2013). Chapter 14: Conclusion: *Reflections on Reforming the past, looking to the future*. In Schimdt, P. R., and Mrozowski, S. A. (eds.), *The Death of Prehistory*, Oxford University Press, Oxford.

Stojanowski, C.M. (2017). The bioarchaeology of colonialism: past perspectives and future prospects. In M.S. Murphy & H.D. Klaus (Eds.), *Colonized Bodies, Worlds Transformed: Toward a Global Bioarchaeology of Contact and Colonialism*(pp. 411-445). Gainesville: University of Florida Press.

Supernant, Kisha (2018). Reconciling the Past for the Future: The Next 50 Years of Canadian Archaeology in the Post-TRC Era. *Canadian Journal of Archaeology*42(1):144-153

Taylor-Neu, R. (2018). “All there is”: The reconciliatory poetics of a singing voice. *American Anthropologist*, 120(1), 113-125.

Evaluation:

Research Paper Proposal	5%
Annotated Bibliography	25%

Presentation of Research Paper Proposal	15%
Research Paper	40%
Participation	15%
Total	100%

Research Paper Proposal

Value: 5% of final grade

Due Date: [Week 3]

Description: This assignment requires you to pose a research question and write a 2–3 page proposal that outlines your prospective research paper. This assignment is the first step of an iterative process culminating with your final research paper.

Requirements: Select a topic from the list circulated at the beginning of the course. (Please note: If you want to prepare a research proposal on a topic not on the course list, you must obtain the approval from the course coordinator). Draft a concise research question that is both anthropological and archaeological in nature. Write a research paper proposal that: i) briefly discusses the question or topic to be addressed and explains the objective(s) of the paper; ii) presents a tentative outline for relevant sections within the research paper; and iii) includes a bibliography (or partial bibliography) of at least 5 scholarly sources that demonstrate adequate familiarity with the topic and with recent/relevant literature associated with it. The bibliography is not annotated for this assignment.

Evaluation: The class coordinator will determine your grade, but may seek advice from other faculty involved in course instruction. Your research paper proposal will be evaluated on the following criteria:

- a) The strength of your research question;
- b) The integration of anthropological and archaeological perspectives;
- c) The selection of appropriate sources;
- d) The analytical connection between sources and the research question;
- e) Writing style and referencing.

Late Penalty: Assignments submitted after this final due date will be subject to a 5% deduction per day. Assignments will not be accepted if more than 10 days late. Extensions will only be granted when acceptable documentation is provided.

Annotated Bibliography

Value: 25% of final grade

Due Date: [Week 5]

Description: This assignment requires you (i) to conduct a literature search for at least 10 sources (which may include the 5 identified at the Research Paper Proposal stage) that address your research question in some way, and (ii) to summarize the main findings of each source, explaining how these findings relate to your research question. This assignment is the second step of an iterative process culminating with your final research paper.

Requirements: Select a topic from the list circulated at the beginning of the course. Ideally, this will be the same topic you used in for the Research Paper Proposal assignment, though changes in topic may be made with the approval of the course coordinator. Taking into consideration comments you received on your Research Paper Proposal, draft a concise research question that is both anthropological and archaeological in nature. Find, list (alphabetically), and annotate at least 10 sources that address that question. Your annotation for each source should be between 250 and 400 words in length (not including bibliographic information). Note that the annotation is NOT just a summary; a concise summary is included but you also need to say how the item is relevant to your particular research question. In addition, it might also be appropriate to specify how you intend to use the source, or why this particular resource is of interest. This does not necessarily mean you are using the source for results. Depending on your research topic, you might use a particular source because you like the way the research questions/topic was proposed, or the overall construction of the research design, or the methods that were employed.

Evaluation: The class coordinator will determine your grade, but may seek advice from other faculty involved in course instruction. Your annotated bibliography will be evaluated on the following criteria:

- a) The strength of your research question;
- b) The integration of anthropological and archaeological perspectives;
- c) The selection of appropriate sources;
- d) The accuracy of the summary of each source;
- e) The analytical connection between the summary of each source and the research question;
- f) Writing style and referencing.

Late Penalty: Assignments submitted after this final due date will be subject to a 5% deduction per day. Assignments will not be accepted if more than 10 days late. Extension will only be granted when acceptable documentation is provided.

Presentation of Research Paper Proposal

Value: 15% of final grade

Due Date: [Weeks 8-10]

Description: In a presentation (approximately 10 minutes in length, depending on class size) to the class and instructors you will describe your research question, how you are addressing the question, the sources you are using to pursue the topic and the results of your investigation to date.

Requirements: Unless permission is received from the coordinator, the topic of the presentation will be the same as identified for the annotated bibliography assignment; only in unusual circumstances will a student be allowed to change topics at this stage. The presentation will engage with at least 5 of the sources presented in your annotated bibliography and will present the topic of the student's research including, as warranted, your theoretical approach, research design, methods, and any preliminary results you have reached. The presentation will also serve as a reflexive "check-in" on the research in progress.

Evaluation: Presentations will be evaluated for professionalism, substance, content knowledge, and argument by the course instructor, other faculty members who have been involved in the class, as well as other students in the class. Evaluations by student and contributing faculty will be considered by the coordinator in the preparation of the final grade

Late Penalty: A 10% penalty will be levied for a presentation made after the scheduled class period, except in cases of appropriately documented illness or family emergency.

Research Paper

Value: 40% of final grade

Due Date: [Set date during final exam period]

Description: This assignment requires you to write a 12–15 page research paper on your chosen topic. The 12-15 pages of text do not include the title page or references cited. The text is to be double-spaced in no more than 12 point font, with top, bottom, and side margins not to exceed 1 inch. This assignment is the final culminating step of your iterative writing process.

Requirements: Unless permission is received from the coordinator, the research paper will be on the same topic used to create the annotated bibliography; only in highly unusual circumstances will a student be allowed to change topics at this stage. Typically, your paper would include: i) an informative introduction with clearly stated research question(s) or objective(s); ii) materials and methods employed, including appropriate

background information; iii) results documenting the outcome of your research; iv) a discussion of those results; v) a brief summary reviewing what you did and the results obtained; and vi) a conclusion which clearly and effectively addresses the research questions and objectives. The paper will display i) a coherent organization (e.g., logical flow of ideas/discussion and transitions between paragraphs and/or sections); ii) effective use of scholarly literature to form and support arguments and conclusions (e.g., breadth and quality of sources, with an emphasis on primary sources and 'expert' sources; iii) appropriate citation of all works and comprehensive bibliography following the APA style, and (iv) clear attention to grammar and spelling. ***Students must complete the research paper in order to pass this course.***

Evaluation: The class coordinator will determine your grade, but may seek advice from other faculty involved in course instruction. Your research paper will be evaluated on the following criteria:

- a) The strength of your research question(s) or objective(s) embedded within your introduction and framed with appropriate background information;
- b) The organization of the body of your research paper, including the logical flow of ideas/discussion and the effective use of literature to form and support your arguments;
- c) The effectiveness of your conclusion that both summarizes your arguments/discussion and addresses the original research question(s) or objective(s);
- d) Appropriate citation (APA style) of scholarly sources and comprehensive bibliography;
- e) Mechanics: grammar, punctuation, spelling, etc.

Late Penalty: Assignments submitted after the due date will be subject to a 5% deduction per day. Assignments will not be accepted if more than 10 days late. Extension will only be granted if students can demonstrate in writing that illness or bereavement over a prolonged period prevented them from completing the paper on time.

Participation

Value: 15% of final grade

Due Date: Throughout the course

Description: Contributions to class discussions of required course materials will advance our collective understanding of current issues in the discipline. You are expected to attend regularly, demonstrate preparation for class, and contribute constructively to all class discussions and exercises.

Assessment: The assessment of participation will adhere to the following (adapted from the Arts & Science Course Challenge website):

- Excellent to Exceptional (mid-80s-100): Contributed frequently and appropriately; demonstrated critical understanding of assigned reading; applied relevant material from readings and lectures to the issue; built on the comments of others; made integrative statements; consistently listened attentively and respectfully to class lectures and other students' contributions.
- Good to Very Good (70-low 80s): Contributed regularly; demonstrated understanding of main points of reading; occasionally employed relevant materials from readings and lectures to the issue; offered observations but did not integrate or build on other's contributions; consistently listened attentively and respectfully to class lectures and other students' contributions.
- Adequate (50s-69): Contributed a few times; demonstrated partial understanding of the readings; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered; inconsistently listened attentively and respectfully to class lectures and other students' contributions.
- Substandard (0-49): Remained silent or contributed minimally to discussion; little demonstration of having carefully read assignment; offered comments which did not advance discussion of the issues; rarely listened attentively and respectfully to class lectures and other students' contributions.
- No marks: Absent from discussion without excuse.

Please note: Texting, talking, non-course-related use of computers, or disrespectful comments are not permitted during class time. Participation marks will be deducted if these occur.

Attendance

University policy stipulates that "*Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.)*" If you need to miss a series of classes due to illness, family obligations, varsity athletics, or University artistic endeavors, you should discuss this with the coordinator. Students are responsible for all course material, including that covered during absences.

Integrity Defined (from the Office of the University Secretary)

An "Integrity Defined" resource document is posted to the Blackboard course site. The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Access and Equity Services (AES) for Students

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Other Resources:

Student Learning Services: <http://library.usask.ca/studentlearning/>

Aboriginal Students' Centre: <http://teaching.usask.ca/about/units/aboriginal-students-centre.php>

International Student and Study Abroad Centre:

<http://teaching.usask.ca/about/units/international-student-and-study-abroad-centre.php>

Student Health: <http://teaching.usask.ca/about/units/student-health-services.php>

Student Counselling Services: <https://students.usask.ca/health/centres/counselling-services.php>

Teaching, Learning and Student Experience: <https://students.usask.ca/>

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Student Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: <http://artsandscience.usask.ca/undergraduate/advising/>

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69)A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59)A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50An unacceptable performance

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes No

Is an existing degree, diploma, or certificate being renamed?

Yes No

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

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

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

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

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes No

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

The attribute code will be:

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

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

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

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

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

3 What is the name of this new/revised program?

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

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

6 Is this a replacement for a current program?

Yes No

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

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

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes No Revised
 If you've answered NO, please continue on to the next section.

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

Major and Minor

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

ARAN [Archaeology and Anthropology] - new major and minor and description for student system

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.

ARAN [Archaeology and Anthropology] - currently built in student system

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

BA3Y, BA4Y, BAHON and BAHOND - adding of new major, BAHOND - anticipated to go through University Course challenge shortly
 BA3Y, BA4Y, BAHON, BSC3Y, BSC4Y, BSCHON, BFA, BFAHON, BMUS, BMUSHON, CGEO-BA4Y, CGEO-BAHON, CGEO-BSC4Y, and CGEO-BSCHON - adding of new minor - anticipated to go through University Course Challenge shortly

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

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

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

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

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

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

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

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

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

-
- 4 What is the effective term of this new (renamed) college, school, center, or department?
- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - no changes

- 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 of 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 - no changes

- 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: Government Loan Information - no changes

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 10: Convocation Information (only for new degrees) - no changes

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 11: Schedule of Implementation Information

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information - no changes

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - no changes

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - no changes

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

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 16: Government of Saskatchewan Graduate Retention (Tax) Program - no changes

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

Majors of ANTH [Anthropology] and ARCH [Archaeology] in the BA3Y, BA4Y, BAHON, and BAHOND programs
Minors of ANTH [Anthropology] and ARCH [Archaeology] in the BA3Y, BA4Y, BAHON, BSC3Y, BSC4Y, BSCHON, BFA, BFAHON, BMUS, BMUSHON, CGEO-BA4Y, CGEO-BAHON, CGEO-BSC4Y, and CGEO-BSCHON

2 What is the effective date of this termination?

201905 [May 2019]

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?

Students will be able to complete the old program or move to the new 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?

Students have 10 years to complete the program; Spring Convocation 2028 all must be graduated by

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

<input type="checkbox"/>

Section 18: Proposed Tuition and Student Fees Information - no changes

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: 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 SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 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

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

SIGNED

Date: October 24, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): [Signature]

IPA Representative(s): [Signature]

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: **Program Change – College of Engineering increase of credit units for the Bachelor of Science in Engineering (B.E.) in Computer Engineering**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its November 28, 2018, the Academic Programs Committee approved the and increase in the number of credit units for the Bachelor of Science Engineering in Computer Engineering, effective May 2019.

The Academic Programs Committee has the authority to approve changes to the total number of credit units required for an approved degree program when this change affects tuition or overall program length for students. This change will have a slight impact on tuition.

The College of Engineering is proposing the addition of CME 466.3 as a required course for the BE in Computer Engineering program. This increases the total credit units for the program to 134 (from 131). The addition of this design course will ensure that the program meets the engineering design requirements established by the national accreditation body. This change reflects the current needs of a rapidly evolving industry (Computer Engineering).

The College of Engineering is confident that the increased workload will be manageable for students. The proposed increase in credit units in the Computer Engineering program brings it in line with-the Electrical Engineering Program.

The Academic Programs Committee was pleased with the rationale for this change and commends the department on its efforts to ensure its program meets accreditation requirements and responses to the needs of the industry.

ATTACHMENTS:

1. Proposal to Change Program Requirements and Credit Units in the Computer Engineering Programs



UNIVERSITY OF SASKATCHEWAN

College of Engineering

ENGINEERING.USASK.CA

Office of the Dean
3B48 Engineering Building, 57 Campus Drive
Saskatoon SK S7N 5A9 Canada
Telephone: 306-966-5273
Fax: 306-966-5205

Memorandum

To: Ms. Amanda Storey, Academic Programs and Student Appeals Coordinator
Cc: Dr. Robert Johanson, Department Head, Electrical and Computer Engineering
Ms. Seanine Warrington, Senior Coordinator of Academic Programs and Catalogue
Mr. Christopher Martin, Programs and Projects Officer
From: Dr. Bruce Sparling, Associate Dean Academic
Date: November 20, 2018
Subject: **Proposal for Curricular Change – Bachelor of Science in Computer Engineering**

Ms. Amanda Storey:

The Undergraduate Academic Programs Committee within the College of Engineering convened on November 13, 2018. During this meeting, the committee reviewed a proposal for curricular change that was submitted by the Department of Electrical and Computer Engineering.

As Chair of the Undergraduate Academic Programs Committee, I am pleased to inform you that the committee approved the proposal and has recommended that the proposal for curricular change be sent to the Academic Programs Committee of Council for further review and approval. I also wish to certify that the senior leadership team in the College of Engineering has reviewed and is in support of this proposal.

Please do not hesitate to contact me directly if you have any comments, questions, or concerns about this proposal for curricular change.

Sincerely,

A handwritten signature in blue ink, appearing to read 'B. Sparling'.

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

BS/cm

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal:

Proposal to Change Program Requirements and Credit Units in the Computer Engineering Program

Degree(s):

Bachelor of Science in Engineering

Field(s) of Specialization:

Computer Engineering

Level(s) of Concentration:

Undergraduate Program

Option(s):

Bachelor of Science in Engineering – Computer Engineering

Degree College:

College of Engineering

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

Dr. Robert Johanson
 Department Head
 Department of Electrical & Computer Engineering
 Phone: 306-966-5392
 Email: engr.ece-dept-head@usask.ca

Dr. Khan Wahid
 Professor and Undergraduate Chair
 Department of Electrical & Computer Engineering
 Phone: 306-966-5474
 Email: khan.wahid@usask.ca

Proposed date of implementation:

May 2019

I. Proposal Summary

The College of Engineering at the University of Saskatchewan has over one hundred years of history. Founded in 1912, the college currently offers one certificate program, eight accredited undergraduate programs, and a full suite of graduate level programs. Engineering faculty engage in an array of research activities including both independent and collaborative fundamental, applied, and discovery research.

The Bachelor of Science in Computer Engineering degree program is one of eight undergraduate programs offered by the College of Engineering. The program was first offered in the 2006-07 academic year, is considered a four-year program, and is comprised of 131 credit units. Demand for the program has been relatively stable since its creation.

The Department of Electrical and Computer Engineering wishes to change the requirements for the Bachelor of Science in Computer Engineering degree program. This includes adjusting existing program requirements and adding one additional three credit unit course to the program. The modified program would therefore be comprised of 134 credit units.

The College of Engineering is now requesting that the Academic Programs Committee of Council and the Provosts Committee on Integrated Planning review this proposal and consider approving the following requests:

- a) To change the course label of CME 451.3 to CME 334.3;
- b) To move CME 334.4 from a required Year 4 Term 2 course to a required Year 3 Term 2 course;
- c) To add CME 466.3: Design of an Advanced Digital System” as a required Year 4 Term 2 course;
- d) As a result of these changes, increase the total credit units in the program to 134.

Accompanying housekeeping items, such as updating course titles, descriptions, and prerequisite requirements have already been submitted through the University Course Challenge process. Please see Appendix 1: Department Memorandum and Appendix 2: University Course Challenge Submission (November 2018) for further details.

II. Academic Justification

The Bachelor of Science in Computer Engineering degree program was first offered by the College of Engineering in the 2006-07 academic year. The college is not requesting that the university add or remove a program to our existing suite of offerings; instead, we are seeking approval from relevant bodies to alter existing program requirements which in turn will increase the total number of credit units in the Bachelor of Science in Computer Engineering program by three credit units. Various factors have prompted the Department of Electrical and Computer Engineering to make these changes.

In general, computer hardware and software technologies have changed dramatically over the past decade. A number of changes have been made to the Computer Engineering program over the past two years to ensure its curriculum remains modern and relevant. The proposed changes are intended to further the modernization of the curriculum.

The first two proposed changes (changing the course label of CME 451.3 to CME 334.3, and moving this from a fourth to third year requirement) will expose students to network protocols and security issues

earlier in their program. This will provide them with knowledge which is can then be used in fourth-year courses. It will also create capacity in the fourth year of the program for one additional course.

The third proposed change (adding CME 466.3 as a fourth-year required course) will help the program exceed engineering design requirements set forth by a national accreditation body. In general, the Computer Engineering program consists of a set of core courses in digital systems and one of two focus areas, either Digital Signal Processing (DSP) or Software. Students who choose the Software focus area end up having limited design experience, a matter of importance for a graduate's employability and for the accreditation of the program. Implementing an additional fourth-year design course requirement will enhance student's design experience and ensure that the program meets the minimum accreditation requirement for design content. The design problem and design process will change from time to time to reflect the current needs of industry to ensure that the students learn relevant techniques.

The final proposed change is a by-product of adding an additional course to the program. In essence, it will increase the total number of credit units in the Bachelor of Science in Engineering program to 134 credit units. The department is confident that an increased workload in the final semester of the program is reasonable. It improves alignment between credit unit requirements in the Electrical Engineering and Computer Engineering programs at the University of Saskatchewan.

III. Admissions

The College of Engineering offers direct entry into the Bachelor of Science in Engineering program. High school, post-secondary, and special (mature) applicants apply for admission into an undeclared first year of engineering studies. Students are then required to apply into one of eight upper-year majors at the end of their first year of engineering studies. They are ranked based on an average generated from a standard set of first-year courses. In turn, they are admitted into upper-year majors on a competitive basis.

This proposal does not suggest changing any aspects of college or program admission policies, procedures, or criteria.

IV. Description of the program

The following program description(s) for the Bachelor of Science in Computer Engineering program have been copied from the [Computer Engineering page](#) of the [18-19 Course and Program Catalogue](#).

a) Program Description

The Computer Engineering program provides training in the software/hardware co-design of digital systems with an emphasis on embedded systems. The program shares courses with the Electrical Engineering Program that cover general electrical engineering, analog and digital electronics, signal processing, communications, and computers. Topics specific to Computer Engineering are studied in specialized focus areas in the third and fourth years.

All undergraduate students admitted to the College of Engineering are required to complete a common first-year of undeclared studies (known as the first-year common core). Once the first-year common core program has been completed, undergraduate students declare their preferences and

compete for admission into an upper-year program. Students who are successful in securing admission into an upper-year program are required to follow the program of study that is prescribed at the time of their admission into the upper-year program.

Recognizing that course and program changes may result in a modification to the original program of study, it is recommended that undergraduate students consult an Academic Advisor within the Engineering Student Centre on a regular basis to confirm their program of study, choose courses (including electives), and monitor their academic progress.

b) Program Structure

The Bachelor of Science in Computer Engineering degree program currently contains 131 credit units. This proposal recommends altering existing program requirements and increasing the total number of credit units by three. Please see Appendix 3: 19-20 Computer Engineering Program Galley for an overview of the revised program structure.

c) Program Delivery

Students can complete their first year of engineering studies at either Saint Peter's College (Muenster, Saskatchewan) or the University of Saskatchewan (Saskatoon, Saskatchewan) campus. In both cases, all courses, including lecture and laboratory components, are delivered using traditional face-to-face delivery methods.

Students must proceed to complete their second, third, and fourth-year of engineering studies at the University of Saskatchewan (Saskatoon, Saskatchewan) campus. All courses, including lecture and laboratory components, are delivered using traditional face-to-face delivery methods.

d) Graduate Attributes

The Bachelor of Science in Computer Engineering degree program is fully accredited by the Canadian Engineering Accreditation Board (CEAB) of Engineers Canada. As a result, all graduates of the program are required to demonstrate competency in twelve graduate attributes. The college uses a variety of course and lab activities to assess student performance and progress in the context of the graduate attributes.

V. Consultation

The Bachelor of Science in Computer Engineering degree program has been offered by the College of Engineering for over a decade years and is comparable to other programs offered in Canada. The program does not necessarily lead into other academic programs at the institution; however, students who complete the program are well positioned for a career in the public or private sector. They would also be well prepared for further studies at the graduate level.

The Department of Electrical and Computer Engineering consulted various stakeholders and governing bodies as part of the endorsement process for this proposal. Given that the proposal for curricular change does not affect any other academic units on campus, only internal stakeholders (college and university) were consulted as part of the development of this proposal. The following summarizes the breadth and depth of consultation completed to date.

a) Department of Electrical and Computer Engineering

The department discussed and endorsed the curricular changes described in this proposal November 6, 2018. The department concluded that the proposed curricular change would benefit undergraduate students and would be beneficial to the program for accreditation purposes.

b) College of Engineering

The Dean and Associate Dean Academic were informed of these proposed curricular changes. Both individuals endorsed the change and noted its implications on college resources. In turn, the college's Strategic Business Advisor, Finance was notified of the proposal so that he could incorporate the curricular changes in subsequent financial planning activities.

The Undergraduate Academic Programs Committee (UAPC) reviewed and endorsed this proposal on November 13, 2018. This body is *"responsible for approving and submitting to University Council's Academic Programs Committee the college's recommendations on: special topic courses, course and program catalogue, new courses, course deletions, and minor program revisions."*

Lastly, the Chair of Faculty Council and the Chair of the UAPC were both consulted to determine if this proposal should be classified as a significant or minor program revision. Both parties agreed that this is considered a minor program revision. In addition, both parties endorsed the proposal.

c) University of Saskatchewan

The Office of the University Registrar was consulted as part of the proposal approval process. In particular, a consultation with the registrar form was drafted and will be signed on Thursday November 22, 2018. This process involved consultation with the University Registrar, the Senior Coordinator of Academic Programs and Catalogue, and a Functional Analyst from Student Information Systems.

The Office of the University Secretary was consulted in a limited capacity during the development of this proposal. In particular, the Academic Programs & Student Appeals Coordinator were consulted to confirm approval timelines and process for this proposal.

Given that the proposal for curricular change does not affect any other academic units on campus, no further consultation was completed at the university-level in the development of this proposal. This proposal is now being submitted to the Academic Programs Committee of Council and all other relevant governing bodies for subsequent review and approval.

VI. Budget

The proposed curricular changes will have a modest impact on college and department resources. Given that the Bachelor of Science in Computer Engineering program has been offered for a number of years, all start-up costs, including financial, human, capital, and technological investments, have already been incurred for the program. As a result, this section will focus exclusively on tuition, enrolment targets, incremental revenues, and incremental costs associated with the proposed curricular change.

a) Tuition

All courses offered by the College of Engineering that are included in the Bachelor of Science in Computer Engineering program are listed as “Tuition Category 7” courses. The program also contains select courses offered by the College of Arts and Science (Tuition Category 5”) and the Edwards School of Business (“Tuition Category 4”).

The [2018-19 Undergraduate Tuition and Fees](#) website lists all Category 7 courses as costing \$236.10 per credit unit for domestic students and \$708.30 per credit unit for international students.

By increasing the total number of credit units in the Bachelor of Science in Computer Engineering program by three credit units, the department will generate a greater amount of tuition revenue for each student that enters the program as of the 2019-20 academic year. As a result, each domestic student will pay \$708.30 more in total tuition and each international students will pay \$2124.90 more in total tuition (based on 2018-19 tuition rates).

Over the past five years, an average of 26 students have been admitted to the Computer Engineering program each year. Assuming that 26 students continue to enter the program each year, Table 1 identifies a range of incremental revenues which could be generated by each student admitted to the program in the event that the total credit unit requirements are increased to 134.

Table 1: Incremental Tuition Revenue Projections

Scenario	Domestic Enrolment (%)	International Enrolment (%)	Incremental Revenues
1	26 students (100%)	0 students (0%)	\$18,415.80 CAD
2	19 students (75%)	7 students (25%)	\$28,332.00 CAD
3	13 students (50%)	13 students (50%)	\$36,831.60 CAD
4	7 students (25%)	19 students (75%)	\$45,331.20 CAD
5	0 students (0%)	26 students (100%)	\$55,247.40 CAD

b) Enrolment

The Department of Electrical and Computer Engineering admits up to 110 students per year into the second year of its undergraduate programs (Electrical Engineering, Computer Engineering). Table 2 reveals that the average total enrolment in the Computer Engineering program has been 66 students over the past five years. The department is exploring opportunities for modest growth in this program over the next few years.

Table 2: Academic Year Headcount – Electrical and Computer Engineering

Level	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	54	59	73	67	79
Graduate	0*	0*	0*	0*	0*
Total	54	59	73	67	79

Source: University of Saskatchewan Data Warehouse

Note: (*) The Department of Electrical and Computer Engineering does not offer a graduate program in Computer Engineering.

c) Incremental Revenues

Over the past four years, an average of 7% of students enrolled in the Bachelor of Science in Computer Engineering program were international. Assuming the department continues to admit 26 students per year into their program, the department can expect to generate a total of \$21,249.00 of annual tuition revenues starting in the 2021-22 academic year (the first year students will be required to take CME 466.3).

d) Incremental Costs

The proposed curricular changes are not expected to generate any incremental financial costs. Although a new course has been created, the Department of Electrical and Computer Engineering will not be required to offer this course until the 2021-22 academic year. Furthermore, there is adequate capacity in the department to undertake additional teaching assignments and the department should have no problem assigning an instructor to teach the new course in the future.

In the event the instructor who is eventually assigned to the course takes an administrative or sabbatical leave, the department will be required to hire a sessional instructor to teach the course which would cost approximately \$8,000 CAD per academic year. These expenses would be offset by the incremental tuition generated by the newly required course.

VII. Risks and Risk Response

The Department of Electrical and Computer Engineering intends to change the course label of CME 451.3 to CME 334.3 as of the 2019-20 academic year. The department also intends to make CME 334.3 a required third year course, and CME 466.3 a required fourth-year course, for any students who enter the Computer Engineering program as of the 2019-20 academic year. Two minor risks have been identified with respect to this change. Risk responses have been considered to mitigate these actual and/or perceived risks.

a) Student Communication

Changing the course label of CME 451.3 to CME 334.3 will impact students currently registered in the Computer Engineering program who have not already completed the CME 451.3 requirement.

The College of Engineering will proactively identify students who have not completed this requirement. Afterwards, the college will communicate these changes to all computer engineering students in late March 2019 by email. Students who complete CME 334.3 will have this course applied towards their CME 451.3 requirement. This should mitigate any student communication related risks.

b) Class Scheduling

Changing the course label of CME 451.3 to CME 334.3, and shifting the course so that it is a third year requirement, will create minor course scheduling challenges. This is due to the fact that there will be at least one year (2020-21) where a “double cohort” (third and fourth year students) will be required to complete the course.

The College of Engineering will assign their Programs and Projects Officer, as well as their Data Analyst, to work alongside the Department of Electrical and Computer Engineering to communicate these changes and identify an optimal time and location where the course can be offered. This should mitigate any class scheduling related risks.

VIII. College Statement

This proposal for curricular change has been endorsed by all relevant bodies in the College of Engineering. The consultation process is described in section V. Consultation of this proposal. Please see Appendix 6: Associate Dean Academic's Letter of Support and Appendix 7: Department Head's Letter of Support for further evidence of endorsement.

VIII. Appendices and Consultation Forms

The following documents have been appended to this proposal:

- Appendix 1: Department Memorandum
- Appendix 2: University Course Challenge Submission (November 2018)
- Appendix 3: 19-20 Computer Engineering Program Galley
- Appendix 4: Associate Dean Academic's Letter of Support
- Appendix 5: Consultation with the Registrar Form

The following forms were deemed as unnecessary to include in this proposal for curricular change: Information Technology Requirements form, Library Requirements form, Physical Resource, Requirements form, Budget Consultation form.

APPENDIX 1: DEPARTMENT MEMORANDUM**Department of Electrical and Computer Engineering
Memorandum**

-----Original Message-----

From: Robert Johanson (DH Electrical & Computer Engineering) <engr.ece-dept-head@usask.ca>
Sent: Wednesday, November 7, 2018 5:41 PM
To: Galambos, Alecia <a.shewchuk@usask.ca>
Cc: Martin, Christopher <chris.martin@usask.ca>; Wahid, Khan A <khan.wahid@usask.ca>
Subject: Re: UAPC - Call for agenda items

Please find attached motions and supporting documents for the UAPC meeting.

Robert Johanson
Head, ECE

Motion 1: To change the title and catalog description of CME 451.3. Old title: "Transport Networks"; new title: "Network Architecture and Protocols".

Old course description:

Topics include requirements of core and metropolitan telecommunications networks for the transport layer; physical layer technologies such as optical and electrical transmission, clock synchronization and receiver code alignment; protocols for transport networks including SONET, ATM, MPLS, Ethernet, IP, and RPR, physical and logical circuit switching, packet and cell switching, queuing and traffic management, and the design of network elements and the design of next-generation transport networks.

New course description:

Focuses on the architecture of a communication network, with three main topic areas: (1) physical infrastructure to implement local and wide area networks, including transmission and receiving technologies, and supporting topologies; (2) standards and protocols for network operations, including methods for routing and data management; (3) network applications and emerging network technologies, including sensor networks, network security and privacy and Internet of Things.

Rationale: The new title and course description more accurately reflects the revised course content and learning objectives. The course content is being revised to reflect the current needs of industry. Besides covering traditional network architecture and fundamental protocols, elements of emerging technologies will be introduced, such as network security and Internet of Things. A revised course outline is attached. Effective in 2019-20.

Motion 2: To change the prerequisites of CME 451.3

Old prerequisite: EE 232

New prerequisites: CME 331

Rationale: Students need to know microprocessor fundamentals for some material added to the course such as IoT. Effective in 2019-20.

- Motion 3:** (a) To move CME 451.3 from Y4T2 to Y3T2 and
(b) to change the course number of CME 451.3 to CME 334.3.

Rationale: The move makes room for a new design course to be added in Y4T2. Also, placing this course in Y3T2 will expose the students to network protocols and security issues earlier in the program so that the topics can be used in Y4 courses, especially the new design course. Effective in 2020-21.

- Motion 4:** To add a new course to CME program, CME 466.3 titled "Design of an Advanced Digital System" to be placed in Y4T2.

Rationale:

The Computer Engineering program consists of a set of core courses in digital systems and one of two focus areas, either Digital Signal Processing (DSP) or Software. Students who choose the Software focus area end up having limited design experience, a matter of importance for graduate's employability and for the accreditation of the program. A 4th year, core, guided design course will enhance student's design experience and ensure that the program meets the minimum accreditation requirement for design content. The design problem and design process will change from time to time to reflect the current needs of industry to ensure that the students learn relevant techniques.

The course description and new course proposal form are attached. The description is general enough to give some degree to freedom to the instructor of what they should teach. However, the learning objectives and the overall course framework shall stay the same.

Adding this course increases the program by 3 CUs to 134 CUs; the same as the EE program. The increase in student load actually occurs in Y3T2 which increases from 5 courses to 6 courses which is still reasonable. Effective in 2021-22.

- Motion 5:** To change the title and catalog description of CME 342.3. Old title: "VLSI Circuit Design"; new title: "Introduction to Digital Integrated Circuits and System-on-Chip".

Old course description:

A general introduction to VLSI design, analysis and simulation. Topics include CMOS cell design, logical effort, circuit simulation and system design.

New course description:

An introduction to digital integrated circuits and system-on-chip design methodology. The course covers CMOS logic schematics and design layout, CMOS standard cell design flow, Verilog RTL design with examples, systemC overview, and basic SoC components and bus structures.

Rationale: The changes reflect an update to the course to include modern topics of interest. Half of the course will introduce the fundamentals of VLSI followed by some advanced topics such as design flow, RTL design and SoC structures. The course will provide needed material for the new design course. Effective in 2019-20.

Motion 6: To change the prerequisites of CME 342.3

Old
prerequisite: EE 232

New
pre or corequisite: CME 341

Rationale: Some of the new material in CME 342.3 requires knowledge of Verilog which is taught in CME 341.3. Effective in 2019-20.

These motions were approved by the Department of Electrical and Computer Engineering in a department meeting on Nov. 6, 2018.

APPENDIX 2: UNIVERSITY COURSE CHALLENGE SUBMISSION (NOVEMBER 2018)

University Course Challenge Submission November 2018
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FOR APPROVAL

The following items have been approved by the Undergraduate Academic Programs Committee within the College of Engineering and are being submitted to University Course Challenge for approval.

Department of Electrical and Computer Engineering

- a. Motion: to create a new course, CME 466.3: Design of an Advanced Digital System

A design course in the implementation of an advanced digital system using system-on-chip design techniques. The objective is to apply knowledge learned in previous courses to design, implement and test a complex digital system. Students will be guided through the design and implementation of both hardware and software. The design problem is chosen to be industrially relevant, and the design process adapts current methods.

Restriction(s): course only open to students in the Computer Engineering program

Prerequisite(s): CME 332, CME 334, CME 342, CME 433, and CME 435

Rationale: The Department of Electrical and Computer Engineering intends to revise parts of its curriculum and program requirements CME 466.3 will be a new course offered by the department and is expected to become a required course in the Computer Engineering Program in the future.

Department of Mechanical Engineering

- b. Motion: to delete ME 318.3: Mechanical Engineering Laboratory I.

Rationale: The Academic Programs Committee of Council has approved reducing the number of credit units in the Bachelor of Science in Engineering – Mechanical Engineering program on October 24, 2018. As a result, this requirement has been removed from the Mechanical Engineering program and the course is now ready for deletion.

FOR INFORMATION

The following items have been approved by the Undergraduate Academic Programs Committee within the College of Engineering and are being submitted to University Course Challenge for information.

- c. Motion: To change the title of CME 451.3 from “Transportation Networks” to “Network Architecture and Protocols”.
- d. Motion: To change the course description of CME 451.3:

from “Topics include requirements of core and metropolitan telecommunications networks for the transport layer; physical layer technologies such as optical and electrical transmission, clock synchronization and receiver code alignment; protocols for transport networks including SONET, ATM, MPLS, Ethernet, IP, and RPR, physical and logical circuit switching, packet and cell switching, queuing and traffic management, and the design of network elements and the design of next-generation transport networks”

to “Focuses on the architecture of a communication network, with three main topic areas: (1) physical infrastructure to implement local and wide area networks, including transmission and receiving technologies, and supporting topologies; (2) standards and protocols for network operations, including methods for routing and data management; (3) network applications and emerging network technologies, including sensor networks, network security and privacy and Internet of Things”.

- e. Motion: to change the prerequisites of CME 451.3 from “Prerequisite: EE 232” to “Prerequisite: CME 331”.

- f. Motion: To change the course description of CME 342.2

from “A general introduction to VLSI design, analysis and simulation. Topics include CMOS cell design, logical effort, circuit simulation and system design”

to “An introduction to digital integrated circuits and system-on-chip design methodology. The course covers CMOS logic schematics and design layout, CMOS standard cell design flow, Verilog RTL design with examples, systemC overview, and basic SoC components and bus structures.”

- g. Motion: To change the prerequisites of CME 342.3 from “Prerequisite: EE 232” to “Prerequisite: CME 341”

APPENDIX 3: 19-20 COMPUTER ENGINEERING PROGRAM GALLEY

Computer Engineering

The Computer Engineering program provides training in the software/hardware co-design of digital systems with an emphasis on embedded systems. The program shares courses with the Electrical Engineering Program that cover general electrical engineering, analog and digital electronics, signal processing, communications, and computers. Topics specific to Computer Engineering are studied in specialized focus areas in the third and fourth years.

All undergraduate students admitted to the College of Engineering are required to complete a common first-year of undeclared studies (known as the first-year common core). Once the first-year common core program has been completed, undergraduate students declare their preferences and compete for admission into an upper-year program. Students who are successful in securing admission into an upper-year program are required to follow the program of study that is prescribed at the time of their admission into the upper-year program.

Recognizing that course and program changes may result in a modification to the original program of study, it is recommended that undergraduate students consult an Academic Advisor within the Engineering Student Centre on a regular basis to confirm their program of study, choose courses (including electives), and monitor their academic progress.

Program Requirements

Bachelor of Science in Engineering (B.E.) - Computer Engineering

Year 1 (34 credit units)

All Engineering programs have a common first year.

Year 2 (34 credit units)

Fall Term

- [CMPT 141.3](#)
- [EE 205.1](#)
- [EE 221.3](#)
- [EE 265.3](#)
- [EP 202.3](#)
- [MATH 223.3](#)

Winter Term

- [CMPT 145.3](#)
- [EE 216.3](#)
- [EE 232.3](#)
- [EE 271.3](#)
- [EP 214.3](#)
- [MATH 224.3](#)

Year 3 (33 credit units)

Focus Areas – Students must complete the Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.

Fall Term

- [CME 331.3](#)
- [CME 341.3](#)
- [CMPT 214.3](#)
- 3 credit units Digital Systems Focus Area
- 3 credit units Second Focus Area

Winter Term

- [CME 334.3](#)
- [GE 348.3](#)
- [RCM 300.3](#)
- 3 credit units Digital Systems Focus Area
- 3 credit units Second Focus Area
- 3 credit units Science Elective List 1 or List 2

Year 4 (33 credit units)

Fall Term

- 6 credit units Digital Systems Focus Area
- 6 credit units Second Focus Area
- 3 credit units Senior Humanities/Social Elective

Winter Term

- [GE 449.3](#)
- 3 credit units Digital Systems Focus Area
- 3 credit units Second Focus Area
- 3 credit units Complementary Studies Elective

Fall Term and Winter Term

- Six credit units from:
 - [CME 495.6](#)
 - [GE 495.6](#)

Focus Areas

Focus Areas – Students must complete Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.

Digital Systems

Year 3 - Fall Term

- [CME 342.3](#)

Year 3 - Winter Term

- [CME 332.3](#)

Year 4 - Fall Term

- [CME 433.3](#)
- [CME 435.3](#)

Year 4 - Winter Term

- ~~[CME 451.3](#)~~
- [CME 466.3](#)

Digital Signal Processing and Applications**Year 3 - Fall Term**

- [EE 362.3](#)

Year 3 - Winter Term

- [EE 365.3](#)

Year 4 - Fall Term

- [EE 456.3](#)
- [EE 461.3](#)

Year 4 - Winter Term

- [EE 465.3](#)

Computer Software**Year 3 - Fall Term**

- [CMPT 270.3](#)

Year 3 - Winter Term

- [CMPT 280.3](#)

Year 4 - Fall Term

- 6 credit units Group B Elective

Year 4 - Winter Term

- 3 credit units Group C Elective

Group B Electives

- [CMPT 332.3](#)
- [CMPT 350.3](#)
- [CMPT 370.3](#)

Group C Electives

- [CMPT 432.3](#)
- [CMPT 434.3](#)
- [CMPT 436.3](#)
- [CMPT 470.3](#)

Electives**Science Elective****List 1**

- [BIOL 120.3](#)
- [CHEM 115.3](#)
- [GEOL 121.3](#)
- [PHYS 125.3](#)

List 2

- [ASTR 213.3](#)
- [ASTR 214.3](#)
- [CHEM 221.3](#)
- [CHEM 231.3](#)
- [CHEM 242.3](#)
- [CHEM 250.3](#)
- [EVSC 203.3](#)
- [EVSC 210.3](#)
- [GEOG 120.3](#)
- [GEOL 224.3](#)
- [GEOL 245.3](#)
- [GEOL 258.3](#)

Complementary Studies Elective

- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARBC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHIN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CLAS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMRS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ENG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level FREN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GERM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GRK Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HEB Courses](#)

- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HNDI Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level JPNS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level LATN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level LING Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level LIT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PSY Courses](#)
- [400-Level RCM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RUSS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SNSK Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SPAN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level UKR Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)
- COMM Select 100, 200, 300, or 400 Level

- [COMM 201.3](#)
- [COMM 203.3](#)
- [COMM 204.3](#)
- [COMM 205.3](#)
- [COMM 210.3](#)
- [COMM 211.3](#)
- [COMM 304.3](#)
- [COMM 306.3](#)
- [COMM 308.3](#)
- [COMM 321.3](#)
- [COMM 323.3](#)
- [COMM 329.3](#)
- [COMM 337.3](#)
- [COMM 340.3](#)
- [COMM 342.3](#)
- [COMM 343.3](#)
- [COMM 345.3](#)
- [COMM 346.3](#)
- [COMM 347.3](#)
- [COMM 348.3](#)
- [COMM 349.3](#)
- [COMM 352.3](#)
- [COMM 354.3](#)
- [COMM 357.3](#)
- ECON Select 100, 200, 300, or 400 Level

- [ECON 111.3](#)
- [ECON 114.3](#)
- [ECON 211.3](#)
- [ECON 214.3](#)
- [ECON 221.3](#)
- [ECON 223.3](#)

- [ECON 227.3](#)
- [ECON 231.3](#)
- [ECON 234.3](#)
- [ECON 254.3](#)
- [ECON 256.3](#)
- [ECON 270.3](#)
- [ECON 272.3](#)
- [ECON 275.3](#)
- [ECON 277.3](#)
- [ECON 280.3](#)
- GEOG Select 100, 200, 300, or 400 Level
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 280.3](#)
- PHIL Select 100, 200, 300, or 400 Level
- [PHIL 120.3](#)
- [PHIL 133.3](#)
- [PHIL 140.3](#)
- [PHIL 202.3](#)
- [PHIL 206.3](#)
- [PHIL 208.3](#)
- [PHIL 209.3](#)
- [PHIL 210.3](#)
- [PHIL 211.3](#)
- [PHIL 215.3](#)
- [PHIL 218.3](#)
- [PHIL 219.3](#)
- [PHIL 224.3](#)
- [PHIL 226.3](#)
- [PHIL 227.3](#)
- [PHIL 227.3](#)
- [PHIL 231.3](#)
- [PHIL 233.3](#)
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- [PHIL 238.3](#)
- [PHIL 251.3](#)
- [PHIL 262.3](#)
- [PHIL 265.3](#)
- [PHIL 271.3](#)
- [PHIL 281.3](#)
- [PHIL 285.3](#)
- [PHIL 292.3](#)
- [PHIL 294.3](#)

- [PHIL 296.3](#)
- Exception: [CLAS 104.3](#) cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Special Topics courses cannot be used to meet a Complementary Studies Elective Requirement (any course ending in 98 or 99).

Senior Humanities or Social Science Elective

- [200-Level, 300-Level or 400-Level ANTH Courses](#)
- [200-Level, 300-Level or 400-Level ARCH Courses](#)
- [200-Level, 300-Level or 400-Level CLAS Courses](#)
- [200-Level, 300-Level or 400-Level ECON Courses](#)
- [200-Level, 300-Level or 400-Level ENG Courses](#)
- [200-Level, 300-Level or 400-Level HIST Courses](#)
- [200-Level, 300-Level or 400-Level INDG Courses](#)
- [200-Level, 300-Level or 400-Level PHIL Courses](#)
- [200-Level, 300-Level or 400-Level POLS Courses](#)
- [200-Level, 300-Level or 400-Level PSY Courses](#)
- [200-Level, 300-Level or 400-Level RLST Courses](#)
- [200-Level, 300-Level or 400-Level SOC Courses](#)
- [200-Level, 300-Level or 400-Level WGST Courses](#)
- GEOG Select 200, 300, or 400 Level
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 280.3](#)
- Exception: [ECON 204.6](#) cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Exception: [PSY 233.3](#) and [PSY 236.3](#) cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Exception: [PHIL 241.3](#) cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- Exception: [SOC 225.3](#) cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: [RCM 400.3](#), [RCM 401.3](#), [RCM 402.3](#), [RCM 403.3](#), [RCM 404.3](#), [RCM 405.3](#), [RCM 406.3](#), [RCM 407.3](#), [RCM 408.3](#), [RCM 409.3](#), [RCM 410.3](#), and [RCM 495.3](#).



Memorandum

To: Ms. Amanda Storey, Academic Programs and Student Appeals Coordinator
Cc: Dr. Robert Johanson, Department Head, Electrical and Computer Engineering
Ms. Seanine Warrington, Senior Coordinator of Academic Programs and Catalogue
Mr. Christopher Martin, Programs and Projects Officer
From: Dr. Bruce Sparling, Associate Dean Academic
Date: November 20, 2018
Subject: **Proposal for Curricular Change – Bachelor of Science in Computer Engineering**

Ms. Amanda Storey:

The Undergraduate Academic Programs Committee within the College of Engineering convened on November 13, 2018. During this meeting, the committee reviewed a proposal for curricular change that was submitted by the Department of Electrical and Computer Engineering.

As Chair of the Undergraduate Academic Programs Committee, I am pleased to inform you that the committee approved the proposal and has recommended that the proposal for curricular change be sent to the Academic Programs Committee of Council for further review and approval. I also wish to certify that the senior leadership team in the College of Engineering has reviewed and is in support of this proposal.

Please do not hesitate to contact me directly if you have any comments, questions, or concerns about this proposal for curricular change.

Sincerely,

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

BS/cm

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Lorin Elias, acting vice-chair, Academic Programs Committee

DATE OF MEETING: December 20, 2018

SUBJECT: **Project-based Master of Arts (M.A.) in Anthropology**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its November 28, 2018, the Academic Programs Committee approved the project-based Master of Arts (M.A.) in Anthropology, effective May 2019.

The Academic Programs Committee has the authority to approve the addition or deletion of a project, thesis, or course-based option.

The project-based M.A. provides applied social science training designed to address current cultural and social challenges and is aimed at students not intending to pursue further academic work. The project-based program will complement the existing thesis-based program in Anthropology and will ensure sufficient student enrollment to offer a variety of courses.

Students will be required to complete 18 credit units of coursework for the project based M.A and will also need to complete a project. The project will provide an independent, experiential, community-based practicum learning experiences. The program will normally be completed in 16 months.

The Academic Programs Committee were impressed with the rationale for this new program and appreciate that the department is making efforts to provide graduate-level training for students who are not intending to continue in academia.

ATTACHMENTS:

1. Proposal for Addition of project-based Master of Arts in Anthrology

**Memorandum**

To: Kenneth Fox, Chair, Academic Programs Committee of University Council

CC: Clint Westman, Graduate Chair, Department of Anthropology and Archaeology

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 15, 2018

Re: New project option for the Master of Arts program in Anthropology

The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of a project option for the Master of Arts (M.A.) in Anthropology program. The Graduate Programs Committee approved the proposal on October 12, 2018. The CGPS Executive Committee subsequently approved the proposal on October 19, 2018.

The proposed project option supports the CGPS strategic plan to provide alternate formats for program delivery. It is anticipated that introducing the new project option would result in a mild increase in enrolment that would be manageable with the current faculty complement.

The proposed project option would require 18 credit units of coursework and completion of a community-engaged research project, while the existing thesis-based M.A. requires 12 credit units of coursework and completion of a thesis. The proposed project-based program option would be a unique offering within Canada preparing graduates for careers in the field.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- Support from the Vice-Deans, College of Arts & Science
- The complete program proposal including catalogue description
- The consultation with the registrar form

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

:kc



Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)
From: Dr. Trever Crowe, Chair, Executive Committee, CGPS
Date: October 23, 2018
Re: Project Based Option for the Master of Arts in Anthropology

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a new project-based option for the Master of Arts in Anthropology and found as follows:

This is a standard project-based master's degree is proposed. They already have a thesis-based offering and want a project-based option to broaden their offering – five courses already exist and one more will be created to accommodate. Enrolment will likely be low at the outset, it is speculated that in a few years people would elect to go with a project-based vice thesis-based masters.

- This unit depends on devolved scholarship funding; project-based students would not be eligible for devolved funding.
- The trend for credit count in project-based options in grad studies vary; there isn't a standard model for project credit count e.g. 3 cu for project etc. A member suggests that the credit count for the project itself be clarified. Current thesis-based program in Anthropology requires a minimum 12 cu plus thesis.
- Applied Anthropology is more attractive for student who is not interested in a PhD than thesis-based.

Andy Pollak moved that the Executive Committee approve the project-based option for the Master of Arts in Anthropology/ Paul Jones seconded ALL IN FAVOUR: CARRIED

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



Memorandum

To: Executive Committee, CGPS

Copy: Clint Westman, Graduate Chair, Department of Archaeology and Anthropology

From: Graduate Programs Committee, CGPS

Date: October 12, 2018

Re: New Project-option for Master of Arts in Anthropology

The Anthropology program has sought wide consultation in preparation of the proposal to introduce a new project-based program option.

On October 12, 2018, the Graduate Programs Committee reviewed the proposal and was satisfied that the proposal had been well prepared. Members noted that the new project option would be preferred for students seeking employment following the master's program, and it was noted that there seemed to be a trend for students to prefer non-thesis programs. It was noted that other Master of Arts programs with project options found that enrolment trends shifted to favour the project-based program. While projected enrolment was low, it was reasonable with the relatively small faculty complement. The proposed project option seemed appropriate and could lead students to future employment opportunities.

The following motion passed unanimously:

"To recommend approval of the project-based option for the Master of Arts in Anthropology."

Wu/Martinez-Soberanes CARRIED

Attached please find:

- the complete proposals with new course proposal

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

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

:kc

Memorandum

To: Trevor Crowe, Interim Dean
College of Graduate and Postdoctoral Studies

From: Dirk de Boer, Acting Vice-Dean Indigenous
Ingrid Pickering, Acting Vice-Dean Scholarly and Artistic Work

Re: Master of Arts (M.A.) in Anthropology – Project-based program option

Date: October 11, 2018

This is to confirm that the College of Arts and Science has reviewed the proposal for a project-based program option in the Master of Arts (M.A.) in Anthropology program, and is in support of this proposal. Addition of this program option will provide students with an applied program, which will offer greater opportunity for community connection and experiential learning. We agree that the program will be attractive to students, especially as it would be the only one of its kind in Canada, and that the Department of Archaeology and Anthropology has taken care to design the program in such a way to make best use of their existing resources.



Dirk de Boer
Acting Vice-Dean Indigenous

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Addition of project-based Practicing Anthropology MA

Degree(s): Master of Arts (addition of new project-based program alongside existing thesis-based MA)

Field(s) of Specialization: Anthropology

Level(s) of Concentration: Practicing Anthropology

Option(s): Project

Degree College: Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Martha Smith, x2229;
kelly.clement@usask.ca;

Proposed date of implementation: September, 2019 intake

Proposal Document

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

1. Academic justification:

Increasingly, with declining numbers of faculty positions, graduate students in anthropology and other fields are looking for educational experiences and programs that connect with community service and employment goals, often outside of the academy. The field of Practicing Anthropology provides students with applied social science

training designed to address cultural and social challenges. Simply put, practicing anthropology employs the anthropological framework – its theory and methodology – in non-academic settings, such as industry, social services, voluntary sector, community organizations, and government. Our proposed program will position the university well to serve students looking for such a community-engaged, professionalizing training that still has academic rigour. It will complement existing expertise within the Anthropology program on Environmental, Medical, and Applied Anthropology while also enhancing connections to other programs, colleges, and departments. By adding a practicum-based, community-engaged project, rather than thesis, as the basis for the degree, the new program will provide more flexibility to students as well as to the department.

The new program fits well with our departmental imperative to continue developing new programming within Anthropology. The current department was formed in 2008. The current thesis-based ANTH MA was revitalized in the past decade with the first intake in 2010. We have been making strides in developing and implementing our programming at the graduate and undergraduate levels. This new program and course in Practicing Anthropology will enhance our ability to offer professional training in Anthropology.

The proposed program fits well with the university's signature areas of research including agriculture, energy and mineral resources, Indigenous issues, one health, and water security, aligning existing faculty expertise in these areas. Current faculty are heavily engaged in the study of Indigenous, health, and environmental issues in particular. Furthermore, the proposal supports commitments in the College of Arts and Science's Draft College Plan 2025 to uplift Indigenization (by providing new collaborative opportunities with Indigenous communities and agencies, among others), to build new partnerships, to simplify degree paths, and to share our research and learning with communities in new ways. While this new program may be more appealing to Aboriginal, international, mature, or returning students due to its practical focus, we are not targeting any particular demographic with these proposed changes.

We will be the first practicing anthropology training program in Canada; there are no similar such programs. Rather, our stream draws its inspiration from a growing number of very successful Practicing or Applied Anthropology programs in the US and UK. Our MA program is already unique in Canada with its focus on Environmental and Medical Anthropology; the proposed changes will cement our status and – we anticipate – appeal to a new stream of students and partners.

2. Admissions

Admission requirements are as follows:

- a four-year degree from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Admission for this stream will be handled as part of the general ANTH MA admissions process, each January. For the thesis program, we typically admit students with above the minimum required grades, and we anticipate this will also be the case for the practicing program.

Students will be able to transfer to the project-based program from the thesis-based ANTH MA at any point prior to submission of their thesis with permission of the graduate chair. Students from other programs can enter this program with the approval of the Graduate Chair, but will be required to fulfil the required courses.

3. Description of the program

Critical to the new program is its identity as a training for careers in practicing anthropology. This requires the addition of a new course and the informal modification of some existing courses.

Students will require 18 cu of coursework. The following courses will be required:

- ANTH 801 (Contemporary Anthropological Theory)
- ANTH 802 (Community-Based Research: Ethnography and Engagement)
- ANTH 804 (Medical Anthropology)
- ANTH 806 (Environmental Anthropology)
- ANTH 808 (Practicing Anthropology) **PROPOSED HERE**
- elective
- ANTH 990 (Graduate Seminar, non-credit)
- ANTH 992 (Project)

Students will take one elective from ANTH or other fields. Electives may be 300 or 400 level undergraduate courses. Electives require approval of the student's supervisor. ANTH 802, 804, and 806 already include applied components that will be enhanced over time.

In terms of curricular objectives, the new program provides a broad background in Anthropology while preparing students for community-engaged research and/or

employment in the public and private sectors. Furthermore, the concentration in Practicing Anthropology will entail the addition of a new course in Practicing Anthropology as well as a new suite of community-engaged research projects appropriate to the new stream. Students will complete 18 cu of coursework (15 cu in Anthropology and one elective; the elective may be a relevant senior undergraduate course) in addition to a practicum-based Project and 990 seminars. The program will normally be completed in 16 months (two terms of coursework, a summer for the practicum or fieldwork supporting the project report as well as preliminary data analysis, and one term to write the project report. While some students would take two years to complete the program, our objective is to offer something that can be completed in less than two years, so as to maximize appeal and practicality of the program.

Curricular objectives are to ensure the familiarity and competence of students in anthropological theory (ANTH 801) and methods (ANTH 802), with a focus on medical (ANTH 804) and environmental (ANTH 806) subfields, as well as an overall practicing (ANTH 808) orientation. (the proposal for ANTH 808 is attached). Each of these courses engages with applied and practicing issues to a greater or lesser extent. In most cases, students will take another ANTH or ARCH course as their elective. The elective and participation in the ANTH 990 seminar series will thus ensure a broader exposure to Anthropology. The elective will be approved by the student's supervisor as part of their program of study.

The teaching philosophy of the program is hands-on and practical. The existing courses (801, 802, 804, and 806) are seminar courses, as is the proposed ANTH 808. ANTH 808 in particular will allow the students to engage with different types of writing and with research designed for non-academic end users. Most students will also take seminar-style courses for their elective. ANTH 990 follows a slightly different model, with a mix of seminar discussion and lecture-based training as well as more engagement with Archaeology and other fields of Anthropology.

The project will provide for independent, experiential, community-based practicum learning experiences.

Some of the Practicing Anthropology learning objectives will be addressed through the ANTH 990 seminar. These include approaches to professionalization and research practice as well as topical expertise. Topics covered will include professional ethics, Indigenous legal issues, program review, environmental assessment, team leadership, public policy, heritage and tourism, plain language writing, visual communications skills, and community relations. Frequently ANTH 990 and ARCH 990 meet together

depending on subject matter so students will gain some exposure to archaeology and practicing archaeology (cultural resource management) as well.

Students will also take the mandatory U of S GSR introductory ethics course and (where required) the GSR ethics course for research involving humans. (It is possible that not all students in this program will be conducting research requiring ethical oversight.)

The practicum-based project (ANTH 992) will require independent, community-engaged work entailing a suitable period (generally less than three or four months of full-time engagement) in sustained multi-method applied ethnographic practical fieldwork. The end product of the project will be a 25 to 40-page technical report for the community partner, including an appropriate use of academic references and conventions for that genre. There may also be other, additional, products that are synergistic with this project report and practicum experience. While maintaining academic rigour, the research for this project-based MA stream differs from the research in our thesis-based stream in that it is of shorter duration and has an applied focus. In many instances, the scope of the project will be driven by the community partner's needs rather than by the curiosity of the researcher. The community service orientation of this project approach equates well to standards and expectations of diverse final research products required in other Public/Practicing/Applied Anthropology programs and related disciplines (e.g., Environmental Studies), which may be designated as projects, applied theses, major papers, agency reports, preceptorships, practicums, etc. At U of S the most comparable programs are likely project-based masters' degrees in Political Studies (MA) and in Environment & Sustainability (MSEM).

Students who have taken graduate courses in Anthropology at U of S have told us that our courses are relatively rigorous and demanding. This will continue; however, the addition of a new course with a more applied/practicing focus and the participation of a potentially more diverse group of students will enhance the level of discussion and debate. Similarly, our standards for supervising student field research will remain high; they will simply be adjusted in terms of scope and flexibility to befit a practicum-based project as opposed to the longer-term ethnographic work, scholarly demands, and academic writing entailed in an Anthropology MA thesis.

There will be ample opportunities for students to engage in synthesis, analysis, application, critical thinking, and problem solving. Syntheses will come about primarily through coursework (including the elective), ANTH 990, and the opportunity to work with thesis-based ANTH and ARCH MA students in courses, and through the opportunity to apply course-based learning in a research project. The other relevant identifiers will

arise both through coursework and, perhaps more so, through the project component. ANTH faculty members, as well as our associate members in other departments and colleges, are all experienced ethnographic and applied (multi-method) field researchers who work in partnership with various organizations. Through our supervision, and through existing and new partnerships, we will provide unique paths for students to engage in data synthesis and analysis, while thinking through and critically engaging with problems facing local and regional communities. For example, students' projects might engage with First Nations, heritage sites, environmental groups, or inner-city organizations to provide practical expertise on pressing needs.

Within an overall qualitative social science framework, the program is quite comprehensive in that it provides opportunities for practical engagement with anthropological methods, research techniques, and partnership development, while also familiarizing students with anthropological theoretical debates and current issues in multiple disciplinary subfields.

Discovery goals in the University Learning Charter are upheld through the coursework, which will require independent work, critical thinking, synthesis, and analysis; ANTH 802, ANTH 808, ANTH 990, and ANTH 992 in particular will provide opportunities for learning experientially and in teams. The research project especially will require both team-based (community-engaged) work and independent research and analysis. It provides an opportunity for a prolonged experiential series of learning experiences requiring flexibility and a critical but compassionate orientation.

Knowledge goals will be achieved as students gain a knowledge of the breadth of anthropology through coursework and practice on the project. Students will also have the opportunity to engage with archaeology and other interdisciplinary research through coursework, particularly in ANTH 990 and the elective. ANTH 808 will ensure students gain knowledge in applied approaches at the core of the program. Our seminar courses support goals of building knowledge both within and across disciplines. The project will allow students to utilize and apply their knowledge in a supervised, socially beneficial research contribution.

Integrity goals will be achieved through ensuring that students complete existing CGPS ethics training. Academic honesty will be upheld and explained in all classes as part of the course introductions with information available in the course syllabi; ANTH 990 also includes an academic honesty component. Students will receive research ethics training in ANTH 802, ANTH 808, and ANTH 990. The project will provide a practical application for integrity training. In many cases, students will have to apply for their own ethical approval for the project. This experience will also require students to reflect consciously

on ethical approaches to research. Community-based research depends on ethical engagement, though not all projects may require REB oversight.

Skills goals will be enhanced through all program activities. Courses and project alike will require students to communicate effectively and conduct research competently and ethically. ANTH 808, ANTH 802, and ANTH 990 will be central in training students to conduct research and use appropriate technologies ethically and effectively. The project will provide for application of skills within community-based applied contexts.

Citizenship goals will be enhanced through the global, Indigenous, and multicultural learning engaged by the coursework, as well as through the project which will allow students to share their knowledge and exercise leadership while working closely with community organizations and contributing to society locally (as most projects will be in western Canada).

Evaluation Criteria:

We will conduct two initial evaluations of the proposed program: at the three-year mark and then – potentially having made changes in response to student, faculty, and community feedback – again at the five-year mark. After that, we will evaluate the program's success on a five-year cycle as we do with our thesis-based program. We will evaluate the program based on the following criteria:

- i. Demand for the Program – Number of applications per year;
- ii. Enrolment Trends – We expect an initial annual admission of two to three students in each the first two years, building to an annual admission of four to five students. Our evaluation will assess whether we have met this expectation;
- iii. Completion Rates – We anticipate that most students will complete the program in 16-18 months and will track the rate of completion to assess how well we have met this expectation;
- iv. Student Satisfaction Surveys – In addition to regular course evaluations, we will survey the students in the project-based stream to determine their level of satisfaction with the program;
- v. Graduate Surveys – We will survey the graduates of the program to document their employment status and their satisfaction with the preparation the program provided for employment;
- vi. Community Surveys – We will survey the community partners with whom our students have worked to determine their degree of satisfaction with the students' work.

4. Consultation

The program is unique within the university and provides for a shorter-duration MA in Anthropology, with more focus on practical training and community connections. While our thesis-based program also emphasizes community-engaged research, the proposed program will provide opportunities for more career-based and applied training. ANTH 808 will provide new learning opportunities beyond the Anthropology program, for students with interests in Archaeology, other social sciences, and community-based research in general. For ANTH 990, enrolment will remain restricted to Anthropology students. The other ANTH courses are already accessible to other students, by instructor permission. The practicing cohort will enrich the experience of other students in the other ANTH courses, as well as those in ARCH 990, which regularly meets with ANTH 990 for joint sessions including final research presentations. While the proposed program is primarily intended for students wishing to enter the work force directly, it would also prepare students for professional programs and some other graduate programs both on campus (Special Case PhD in Anthropology, PhD in Interdisciplinary Studies, Environment & Sustainability, or in a health or policy-based discipline) and beyond.

There is no impact to other units on campus. We have consulted with the Archaeology program, with associate members in the Anthropology program, with ARCH and ANTH graduate students, and with the Dean's office (Arts and Science). We also consulted with the Graduate Chair, Political Studies for advice about their project-based program. With assistance from the Dean, we engaged a nationally prominent practicing anthropologist to guide us through the early stages of program visioning. We will be consulting with our current community partners, other community organizations, and with the City of Saskatoon as the proposal moves ahead.

Existing library resources in Anthropology are adequate and will support the new program in tandem with existing programs.

We have engaged an outside consultant in practicing anthropology (Dr. Craig Candler of the Firelight Group) to advise and facilitate our development of this proposal. The proposed program falls in line with an increasing interest in practicing (non-academic) anthropology on the part of the Canadian Anthropology Society (CASCA). CASCA members (and to a lesser extent, members of the American Anthropological Association and the Society for Applied Anthropology [SFAA]) will serve as the primary target market for promoting and establishing the new program. We have engaged in informal consultations with leading members of CASCA and the SFAA in designing this program. In addition, our faculty complement includes multiple Fellows of the SFAA, multiple winners of the Weaver-Tremblay Award (CASCA's award for applied anthropology), and

the presidents of both CASCA and the SFAA. Support and engagement of these and other organizations is assured. At present, there is no certification process for applied and practicing anthropology. Our faculty members have been working closely with the national anthropological association to develop certification criteria, and we expect to be the first program to meet these once implemented. This will give the program even greater visibility.

5. Budget

There will be limited marginal impact on our budget and revenue. All five Anthropology faculty will be responsible for the delivery of the program; Archaeology faculty will participate in the 990 seminars, as guest lecturers in relevant courses, and may serve as supervisors where appropriate.

In departments like ours, where faculty time and resources integrate and overlap with other assigned activities, it is not possible to calculate a percentage time commitment to a program such as this. There will certainly be an increase in overall graduate student numbers and some graduate courses may need to be taught more frequently (i.e., on an annual basis). But the faculty are confident that the increase in time commitment will be manageable within the context of their other activities, and will work to ensure new admission numbers are sustainable in such a context. Graduate courses will likely receive a higher enrolment including the addition of a new graduate course. These marginal increases will somewhat be mitigated by the shorter duration and lower supervisory committee requirements of a project-based program. Impact on office staff (managing files and intake) is expected to be marginal in the first few years.

We are in the process of eliminating the separate Anthropology and Archaeology BA programs and putting in place an integrated set of BA programs in Archaeology and Anthropology to provide greater flexibility in teaching. Some undergraduate courses will be eliminated through this process to streamline offerings and reflect current faculty interests and disciplinary movements. Integrating the undergraduate programming will provide faculty with greater opportunity to engage in the graduate programming in the existing thesis-based program as well as the proposed project-based program.

Delivery of this program is predicated upon and will require maintaining the current faculty complement in Anthropology (at least five faculty). In the future we will include an applied anthropologist in our complement plan. Indeed, this program might necessitate a future request for expanded complement once its success can be demonstrated.

Draft September 24, 2018

We currently have adequate space for students including carrel rooms and lab space. If space becomes an issue we would restrict carrels to thesis-based students or petition for more student space within our building at that time (there are areas in the Archaeology building that could accommodate such needs, but are currently occupied by other departments). There will be no impact on classroom space.

Our overall enrolment in the Anthropology MA program will likely increase annually by two to three students in the first two years of implementing this project-based stream, and then annually by four to five students, assuming that admissions to our thesis-based stream stay steady at roughly four to five students per year.

In most cases students in the project-based MA would self-fund their program. Assistance from faculty research grants or community partners might also be available.

Standard term MA program tuition is proposed.

We anticipate no meaningful change to current program delivery costs. The Practicing Anthropology student activities will be subsumed among current resource allocation for the graduate program.

With an annual admission in the first two years of two to three students followed by an annual admission of four to five students, we anticipate a minimum enrolment of six students at the five-year mark. Given our current faculty complement, the maximum enrolment that would be feasible in the project-based stream is 15 students (with an additional 10 students in the thesis-based stream).

We anticipate a slight marginal increase in the total number of Anthropology graduate students (and thus, slightly higher incremental revenues), as a consequence of the new program. Extra workload from initial students would initially be balanced out by the shorter duration of the project-based program and by restructuring the BA programs to focus more on graduate teaching.

There is no significant incremental cost in offering this program. It is sustainable within the framework of current budget allocations and faculty complements. No additional resources are required at this time. We would have to re-evaluate the program in the future to see if new resources are required. We would have to re-evaluate all of our graduate programs should the overall resources of our department continue to decline. But we feel that this program will help us be more flexible and adaptive as a department and discipline in responding to changing needs.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

**Anthropology 808.3
Seminar in Practicing and Applied Anthropology
SAMPLE SYLLABUS**

**INSTRUCTOR: Alexander M. Ervin, Prof., Anthropology
(Full instructor and departmental contact information to appear on syllabus)**

TEXT BOOKS:

Ervin, Alexander

2005 *Applied Anthropology: Tools and Perspectives for Contemporary Practice* 2nd Edition. Boston, MA: Pearson.

Kedia, Satish and John van Willigen (Eds.)

2005 *Applied Anthropology: Domains of Application*. Westport, CT: Praeger.

Nolan, Riall

2017 *Using Anthropology in the World: A Guide to Becoming a Practicing Anthropologist*. NY: Routledge.

Textbooks are available from the University of Saskatchewan Bookstore:

<http://www.usask.ca/bookstore/>

COURSE DESCRIPTION

This course will familiarize students with the application of anthropological insights to address social and other problems. Professional and practicing skills will be developed to assist students in developing careers outside of the academy, as well as those wishing to take a scholarly approach to applied research.

LEARNING OUTCOMES:

After completing this course, students will understand the basic elements of practicing and applied anthropology and be prepared to outline a program of research in response to specific social, cultural, environmental, and health problems.

OBJECTIVES:

After graduation, the largest portion of PhD graduates in anthropology now work in non-traditional, non-academic, practicing, or applied contexts. That is most certainly true of the overwhelming majority of MA graduates. The purpose of this course is to orient our graduate students to the practice of anthropology in such settings. In these kinds of research, *it is important to discover their policy contexts and learn to frame, communicate, critique, and advocate within discourses relevant to the areas in question (e.g., health, nutrition, development, technology transfer, community needs etc.) rather than the standard academic ones.*

Anthropology is as much a policy science as are economics and political studies, and while anthropological theory and conceptualizations can be important in application; most often they remain implicit because they may not easily translate to stakeholders or clients. What is more important is the design of research and methodological choices for gathering information relevant to solving “real life” problems. *It is important to learn how to provide focused background findings and data as well prioritized recommendations that are utilization-ready for the agencies (NGOs, First Nations governments, social movements, businesses and governments) that commissioned the research.*

Ethnography, standard to academic research as well, composed of observation, participant observation and some other techniques, provides anthropologists with some really important advantages in applied research. But there are other methodologies and sources of data that are highly significant and come out of interdisciplinary experiences of policy science. Some of them relate to the expectations of measurement, sampling, identification of long term trends, identification of risks, or the quickness and efficiency of information gathering. They could also relate to the issues of corroboration (or “triangulation”) from several sources of information to strengthen validity or the need for group methods of interviewing for understanding policy contexts, priorities of issues and recommended solutions. *It is important for the students to master the extensive anthropological and other social science-derived toolkit to conduct applied policy research.*

The domains of applied anthropology can be considered in two categories. One can be in the multitude of human institutional areas that often have their correlates in academic studies—health and medicine, enculturation and education, agriculture, gender, family and many more. The other consists of sets of policy research that are interdisciplinary—such as needs assessment, program evaluation, environmental and social impact assessment, farming systems research, environmental risk assessment—that have developed their own theoretical policy discussions and accumulated findings.

It should be noted that experienced applied anthropologists often develop a personal paradigm of practice and skill-set that allows them to do work crosscutting a number of domains. Applied anthropological skills are quite useful and in some domains, such as business, eagerly sought after. *The students should learn the policy contexts and central issues in their chosen domains but others as well since opportunities will likely arise in their careers to expand further.*

Notes on Terminology: The term “applied anthropology” is older and it incorporates the work of largely academic anthropologists who out of part time contexts on contract or on a *pro bono* basis completed assignments for governments, businesses, and non-government organizations to help solve problems using anthropological methods and theories. Anthropological pioneers such as Bronislaw Malinowski and Margaret Mead were notable for their performance and advocacy of applied anthropology. Practicing anthropology is a term that was established in the 1970s to describe full-time, non-traditional application outside of academia. In actuality both fields are closely related. It

should be noted that the domains of practicing anthropology are almost unlimited—cultural resource management, culture, recreation and tourism, immigration, refugee resettlement and, multiculturalism, health and nutrition, peacekeeping and conflict resolution, involuntary resettlement, social and physical forensics, mental health, First Nations and Indigenous self-determination and land-claims issues, primary industries such as agriculture and fishing, environmental impact, industrial and business anthropology, social service delivery in government and non-government context, international development, community development, technical transfers, science and technology, gender and family abuse issues, etc.

CLASS FORMAT AND ASSIGNMENTS

The class will meet once a week to discuss the assigned readings (25%). While everybody should do all the core readings, these readings and ones to be added later (especially on methodological techniques) will be directed to particular students to summarize and lead discussions. The participation grade includes leading scheduled discussions on assigned readings and course work, as well as participating in class discussions generally; participation is predicated on regular attendance.

Two papers will be assigned. One will be a broad survey paper examining the policies and applied research in Canadian (and to some extent international) contexts in some domain where the student is interested in working (50%). The second will deal with an imaginary problem-solving exercise that is pertinent to the student's area of potential expertise (25%).

Essay topics for the major assignment will be chosen in consultation with the professor and via discussion in class.

Here are examples of wording for the second assignment:

Write an essay discussing how you might approach ONE of the following hypothetical problems (your choice) assuming that you were an applied or practicing anthropologist. Note that in each case, the emphasis is more on research leading to policy rather than the full formulation of program or intervention details. In other words, the focus is more on what a person should consider in order to begin to know how to deal with ONE of the following situations. Pay attention to methods, possible sources of data, as well as styles of research. Identify topics and subtopics that you would anticipate researching and making recommendations.

- (i) A Kirghiz pastoralist clan of approximately 500 persons, refugees in Pakistan fleeing upheavals in Afghanistan, has sought refuge in Canada. The paramount chief has requested that they all be settled together. They also wish to take several thousand, cattle, sheep, and goats with them. Agriculture Canada has agreed to lease to them, with option to purchase, a Prairie Farm Rehabilitation Authority pasture in the Parkland region of Saskatchewan, as well as to assist them to purchase or lease private farmland adjacent to the community pasture.

You have been hired as a research consultant on contract to Canada Employment and Immigration and Agriculture Canada to explore the feasibility and eventual design of resettlement. What sorts of things might you consider? (Note: as outlandish as this scenario may sound, a similar request was made to the U.S. State Department for resettlement in interior south Alaska in the early 1980s)

Or

- (ii) A pipeline containing natural gas is to be built running from the Northwest Territories through northern Saskatchewan to the Prairies and southward to the United States. A new road will have to be built alongside it. Among the communities near the pipeline and where a road will be for the first time, is a village of approximately 500 people consisting largely of Chipewyan, Cree, and Métis people. About 40% of the household heads are still full time trappers. The remainder also engages in trapping and subsistence activities to some extent. Recently, though, the community has been hard hit economically and has to rely a lot on transfer payments from the Province and federal government. Although there will likely be provision for Native employment in the construction phase lasting about 18 months, approximately 1000 non-Native workers from the south will also likely be involved. As a third-party research consultant, what sorts of things would you advise looking into?

Or

- (iii) A number of Chinese voluntary associations representing approximately 5,000 Saskatoon residents, including recent immigrants from Hong Kong, Chinese-Vietnamese refugees, second and third generation Chinese-Canadians, along with two organizations representing about 1000 ethnic Vietnamese, one Laotian group, and one Kampuchean (Cambodian) group, of several hundred each, have formed a consortium to consider building what is temporarily called an "Asian Center" in Saskatoon. Initially this is perceived as a possible multipurpose facility dealing with cultural and recreational functions, as well as counseling programs, English language, and adult education for the settlement of recent immigrants. A health clinic is proposed as part of the Center. As a consultant hired to look at its feasibility and potential programming, what sorts of things might you consider?

Or

- (iv) You have been hired by a Saskatchewan First Nations government to serve as a researcher and advocate in their quest to have full control of local health services transferred from Health Canada to the Nation. What sorts of things would you consider in your role and how might you go about any research involved in preparing an advocacy position?

Or

- (v) A local immigrant resettlement agency has been running an employment orientation program lasting three months for clients who have already completed 26 weeks of English-as-a-Second-Language training. The thirty students represent diverse nationalities, including Vietnamese, Salvadorians, Ethiopians, Kurds, Cambodians, Iraqis, and Laotians from a very wide range of class and occupational categories, both sex and all age groups except the elderly and young children. The program involved such things as orientation to the workplace, resume writing, occupational English, play acting job interviews and, on the job situations, such as potential conflicts and other items. You have been hired as a researcher to conduct a program evaluation. How would you go about it?

Or

- (vii) A citizens' Hogwatch group in a four rural municipality region of the Parkland of Saskatchewan has raised concerns about a massive hog barn operation that is being proposed for their region. The intensive livestock operation is a joint venture of the Provincial government and a private corporation. The operation to supply a meat packing plant in Saskatoon is to produce 10,000 hogs a year. The consortium promises at least ten full time jobs. If successful, a companion set of barns will be built at the same scale within five years. The four-municipality region, like most rural Saskatchewan regions, suffers from the continuous downturn in the farm economy and the loss of local jobs. The region contains three communities, along a rail branch line and highway. One settlement has a population of about 700, three grain elevators, several stores, a regional public primary and high school. The other two declining communities have about 100 people with mainly elderly residents and one small confectionery/gas station each. Farm sizes average two square miles. There are about four hundred farm operations ranging from 1/4 section farms to some that are twenty square miles. About 30% of these operations are mixed grain independent hog producers. Besides the grain/hog producers the other operations range from grains farms, mixed cattle and grain, and other small-scale dairy and poultry operations. A stream runs southward through two of the rural municipalities. Sites are being selected along this stream for the hog operations. The communities are divided among those who wish the development and those opposed. You have been approached by the local Hogwatch group to do advocacy research. What would you take into consideration and what approaches would you use?

Or

- (viii) The local family service bureau has approached you to do a program evaluation of its agency. The bureau provides counseling and life skills services to single

and teenage mothers. It provides marriage counseling for couples in crisis as well as parenting classes relevant to childhood and adolescence. It provides programs for child and spousal victims of abuse as well as a residential shelter with room for ten families, available for stays of up to three months. It encourages self-help groups. Social workers are also available to do total family counseling jointly with all members of families in crisis--after episodes such as suicide attempts or drug abuse. It also attempts to increase awareness of healthy family living through radio and TV. presentations, and a speakers' program. The agency has difficulty providing enough staff and there are long waiting lists for many programs, especially marriage counseling. One thing that has been noticed is that few or no Aboriginal, immigrant, single males, and gay and lesbian people make use of the services. How would you go about a combined process and systems evaluations of this agency and its services, keeping in mind outcomes?

SUBMITTING ASSIGNMENTS

All assignments must be completed to pass the course. Students must also achieve a passing grade in participation to pass the course. Students may submit assignments electronically. A penalty of 10%/day will be applied for late assignments.

COURSE TOPICS AND CORE READINGS BY THE WEEK:

1.General Orientation—Policy and Practice, History of Applied Anthropology, Ethics, Policy Analysis, Skills and Aptitudes.

Readings—Ervin—Ch's, 1,2,3,4,5,16

Kedia and van Willigen—Ch's 1,11

Nolan—Ch's 3,4,5, 10,11

Anthropology is a policy science that needs to be seen as on a par with subjects such as political science and economics and in complex societies (emphasizing the bottom-up, community-based perspective as well as policy analysis in socio-cultural perspective).

A consideration of ethics and social responsibilities in anthropological practice is perhaps more demanding given more "real-world" context of policy recommendations, background revelations and outcomes.

Learning from the older applied anthropology--lessons about co-optation, paternalism and avoiding clandestine research as well as some early successes.

2. General Orientation Continued.

3. General Orientation Continued,

4. Needs Assessment, Domain of Development,

Readings—Ervin—Ch's 6, 11 (pp. 160-168)

Kedia and van Willigen—Ch. 2

5. Program Evaluation, Domains of Nutrition, Health and Medicine

Readings—Ervin—Ch. 7, 11(168-175)

Kedia and van Willigen—Ch's 5,6

1990 *Qualitative Evaluation and Research Methods*. Ch.'s 2 and 6 (Interviewing and Evaluation through Observation). Newbury Park, CA: Sage**6. Social and Environmental Impacts, Domains of Environment, Displacement and Resettlement**

Readings—Ervin—Ch.'s 8,9

Kedia and van Willigen—Ch 4

7. Advocacy Anthropology, Group Methods of Interviewing (Focus, Nominal, and Delphi Groups, Domains of Agriculture, Displacement and Resettlement

Advocacy has many contexts within practicing anthropology beyond the more dramatic versions, it is often the case that one cannot simply let the data and recommendations speak for themselves one has to advocate for them through well-crafted technical reports, oral presentations, one-to-one and network persuasion, and addressing different audiences, as with social work one can also advocate for particular groups or individuals.

Readings—Ervin—Ch. 10, 12,

Kedia and van Willigen—Ch's 3, 7

Paine, Robert (Ed.)

1985 *Anthropological and Advocacy*. St John's, NFLD: Memorial University, institute of Social and Economic Research.**8. Participatory Research, Quantified Research (Social Indicators, Social Trends), Business and Industrial Research,**

Readings—Ervin—Ch's 15, 13 (189-195)

Kedia and van Willigen—Ch.8

Greenwood, Davydd, and Morten Levin

1998 *Introduction to Action Research: Social Research for Social Change*. Thousand Oaks, CA: Sage.**9. Rapid Research, Quantified Research (Survey Questionnaires), Educational Anthropology, Aging**

Readings—Ervin—Ch's 14, 13 (195-207)

Kedia and van Willigen Ch's 9, 10

Beebe, James

2001 *Rapid Research Procedures: An Introduction*. Walnut Creek, CA: Altamira.

Fink, Arlene and Jacqueline Kosecoff

1995 *How to Conduct Surveys: A Step-by-Step Guide*. Beverly Hills, CA

Scrimshaw, Susan and Elena Hurtado

1997 Rapid Assessment Procedures for Nutrition and Primary Health Care: Anthropological Approaches to Improving Programme Effectiveness. Los Angeles, CA: UCLA Latin American Center Publications.

10. Writing Reports and Examination of Applied Technical Reports done through the department

Faculty research has contributed to the creation of reports for a variety of end users, which will be analyzed and discussed to demonstrate the range of applied work being done in the department (for northern and Indigenous communities, immigrant and refugee groups, agricultural communities, and international agencies). Some principles--keeping the policy context as well as the commissioned objectives constantly in focus, the importance of the executive summary, get to the findings and recommendation right away and then describe in various ways the bulk of the process of discovery in reader friendly ways, make use of appendices for more academic writing if at all, use of graphs and charts etc.).

11. Discussion of Best Practices in Applied Anthropology including Ethics and Social Responsibilities and Report Writing, Briefs, and Oral Presentations to Stakeholders.

Readings:

Nolan—Ch's.13,14,15, 16

12. Student Presentations of their domain exploration reports

13. Student Presentations of their Scenario Problem-solving Exercises

Grading Descriptors

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

Academic Dishonesty

The following constitute some examples of academic dishonesty:

- Theft of lecture notes, research work, computer files, or academic materials prepared by another student or an instructor;
- Using work done in one course in fulfillment of the requirements of another course unless approval is obtained from the instructor involved;
- Passing off the work of someone else as one's own;
- Plagiarism: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an acceptable excuse. The critical consideration is the impression created in the mind of the others, not the subjective intent of the student. This determination involves an objective evaluation of the manuscript. No intent to deceive is required to establish plagiarism. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

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

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are

strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

Catalogue Description**ANTHROPOLOGY - Master of Arts (M.A.) – Project-option (Practicing Anthropology)**Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Program Requirements

Students must maintain continuous registration in ANTH 992.6.

A minimum of 24 credit units including:

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- ANTH 990.0
- ANTH 992.6
- ANTH 801.3
- ANTH 802.3
- ANTH 804.3
- ANTH 806.3
- ANTH 808.3
- 3 credit unit elective as approved by the advisory committee

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Jay Wilson, Chair

DATE OF MEETING: December 20, 2018

SUBJECT: *Procedures for Student Appeals in Academic Matters*

COUNCIL ACTION: **Notice of Motion**

It is recommended:

- *That Council approve the revised Procedures for Student Appeals in Academic Matters.*

SUMMARY:

In the fall of 2017, the governance committee undertook a review of the *Procedures for Student Appeals in Academic Matters*, which had last been revised in 2014. As part of the review process, representatives of the committee consulted with the associate deans academic, a group of college and school administrative staff, the Graduate Students' Association, and the leadership of the University of Saskatchewan Students' Union. The committee asked university counsel who have been involved in appeal proceedings for their comments. The committee also received additional comments from faculty, staff and students. On specific issues, the committee also consulted with the academic programs committee and the registrar.

The governance committee is now presenting to Council for its input the draft revisions to the procedures, which are indicated in the marked up document attached to this report.

Some of the revisions being proposed are:

- clarifying the identity and role of the “academic administrator”
- clarifying the distinctive aspects of reassessment in the case of graduate students

- acknowledging the emergence of professionalism policies in some colleges
- clarifying the circumstances on which an appeal citing failure to accommodate can be made
- making changes to the appointment of appeal boards
- elaborating on the procedural requirements for the appeal process
- adding additional remedial options for appeal boards

Any input concerning these procedures should be sent to the governance committee through the Office of the University Secretary (jacquie.thomarat@usask.ca or beth.bilson@usask.ca).

ATTACHMENTS:

1. Markup version of *Procedures for Appeals in Academic Matters* showing proposed revisions.
2. Revised *Procedures for Appeals in Academic Matters*
3. Revised Forms
4. Academic Appeals flow charts



UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Approved by Council ~~June 19, 201~~~~X~~4

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Student Appeals in Academic Matters

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Appendices:

- | | |
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| Re-Assessment Form | Appeal at the level of Department or Non-departmentalized College: Request for and Report of Re-Assessment |
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PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's [Policy on Student Appeals of Evaluation, Grading and Academic Standing](#).

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

- (a) those involving an academic judgment, including (where relevant) assessment of a student's level of professionalism, on all [program requirement](#)~~course work~~, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;
- (b) those pertaining to a student's academic standing in his or her program; and
- (c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- “academic administrator” means the appropriate dean, executive director, department head or faculty member designate of the college or school that is responsible for the course or other academic activity to which the allegation relates or where the matter falls outside the responsibility of a college or school, the provost and vice-president academic;
- “appellant” refers to the student making the appeal;
- “course work” includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
- “department” and “college” refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates;
- “department head” and “dean” refers to the administrative heads of such units and “dean” includes the dean of a college or the executive director of a school;
- “evaluation” refers to the grading of student work;

- “instructor(s)” refers to the person(s) who was/were responsible for the assessment of student work or performance because she or he or they prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply;
- “respondent” refers to the individual(s) responding to the appeal;
- “resource college” pertains to graduate students and is the college that offers the student’s degree program; whereas the College of Graduate and Postdoctoral Studies (CGPS) is the college in which the student is registered, and which has overall responsibility for the student’s degree program.

II. AVAILABILITY OF ~~WRITTEN WORK~~ AND ACCESS TO ASSESSMENT MATERIALS

A student shall be permitted to see her or his examinations or other work, and where possible to be provided a copy of her or his work and/or copy of the assessment rubric, as determined by the college. ~~in accordance with the practices of the department or college. A department or college is not required to provide the student with access where a special form of examination is used. In such cases,~~ Students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment evaluation are not available.

III. SUBSTANTIVE ACADEMIC JUDGMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS¹

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that instructors may use alternative forms of evaluation either to meet specific circumstances of the student (e.g., oral examinations to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

A. Instructor Level: Informal Consultation

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of her or his work or performance shall consult wherever

¹ Includes postgraduate trainees and students in degree-level diploma programs and degree-level certificate programs under the oversight of Council.

possible with the individual(s) that evaluated the work or performance. This informal consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

The purpose of the informal consultation is

- To assist the student in understanding how his or her grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out, and that additions and grade calculations were correctly made.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the ~~department head (or dean in a non-departmentalized college)~~ academic administrator.

If the student is not satisfied with the academic judgement rendered with respect to the work or performance, he or she may request reconsideration of the assessment. The individual instructor(s) may decide to evaluate the work or performance or request that the student apply for a formal re-assessment as set out in these procedures.

If the individual instructor(s) responsible for evaluation is/are not available, the student should seek advice from the ~~individual instructor~~ responsible for the course (this may be the course coordinator or academic administrator, ~~department head or dean in a non-departmentalized college, or the executive director for continuing and distance education~~) about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal re-assessment as provided for under Section B.

The college or department responsible for the course may specify ~~different other~~ time limits than those prescribed above (e.g. for programmatic reasons), and may, at its discretion, waive compliance with the time limits.

B. Formal Re-assessment (~~Re-read~~) at the level of Department or Non-departmentalized college

A department-level re-assessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the academic administrator ~~department head (or dean in a non-departmentalized college, or executive director for certificate programs offered~~

Draft as of Sept. 24, 2018

~~through continuing and distance education~~). The re-assessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course. Where possible, the re-assessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service activities and practicum based activities. Since such forms of work or performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the ~~re-reading-reassessment~~ procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

[Colleges and schools may develop professionalism policies that define unprofessional conduct in the context of the programs offered by the college or school.](#)

Student should be aware that a grade may be increased, stay the same, or be reduced as the result of a re-assessment.

Process to be followed:

- (a) To initiate a re-assessment of written work, the student shall submit a completed *Request for and Report of Re-~~a~~Assessment Form* to the ~~academic administrator~~department head or dean in a non-departmentalized college, or the executive director for certificate programs offered through continuing and distance education. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A reassessment fee shall be tendered with the request, with the fee retained by the department, college, or school. fee specified by the registrar shall be tendered with the request. The fee will be refunded if the student's grade on the course or course component is increased at least five (5) percentage points as a result of the reassessment ~~re-reading~~ or if the student's grade is increased from a Fail to a Pass in a course or course component where the assessment is Pass/Fail.

The request shall state briefly the student's concern with the assessment of the work.

- (b) The ~~academic administrator~~department head or dean in a non-departmentalized college, or the executive director for certificate programs offered through continuing and distance education, shall determine whether it is feasible to arrange to have some or all of the student's work or performance re-assessed by someone, other than the instructor(s), whom the academic administrator ~~department head, dean or executive~~

~~director~~ decides is qualified to do so. If the academic administrator determines that a reassessment is not feasible, that decision is final.

Where the ~~academic administrator department head or dean or executive director~~ concludes that some or all of the performance or work can be re-assessed by someone other than the instructor who is qualified to do so, he or she shall appoint such person or persons for this purpose. The re-assessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the ~~reassessor-reader~~. The mark or grade given by the reassessor may be higher or lower than the mark given by the instructor(s). The result of the ~~reassessmentre-read~~ shall be recorded on the *Request for and Report of Re-aAssessment Form*.

- (c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the ~~academic administrator department head or dean or executive director~~. This requirement may be waived by the ~~academic administrator department head or dean or executive director~~ when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the ~~reassessor-reader~~ as to the mark or grade to be assigned to the work. Otherwise, the ~~academic administrator department head, dean or executive director~~, or a committee appointed for such purpose, shall determine the mark or grade following the report of the results of the ~~reassessment-reading~~.
- (d) Reasonable efforts will be made to complete the reassessment within 30 days.
- ~~(e)~~ The student shall be notified in writing by the ~~academic administrator department head or dean or executive director~~ of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the re-assessment are determined as provided in ~~(e)~~.
- ~~(f)~~ A ruling of a department-level decision on a matter of substantive academic judgment will be final and not subject to further appeal.
- ~~(g)~~ A student who believes that the assessment of his or her work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal as provided in Part V.

IV. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: GRADUATE STUDENTS

A. ~~Instructor Level:~~ Informal Consultation

A graduate student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

If the individual responsible for evaluation is/are not available, the graduate student should seek advice from the head of the academic unit responsible for the course about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the graduate student to apply for a formal reassessment as provided for under Section B.

B. Formal Reassessment Appeals

Following informal consultation with the instructor (where feasible), a graduate student who has a concern or question about the evaluation of her or his work or performance ~~shall~~should consult with the academic unit head or graduate chair of the program ~~or the dean of graduate studies and research~~ before invoking formal procedures. When warranted, the academic unit head or graduate chair of the program may authorize formal reassessment on behalf of the CGPS academic administrator following the procedures outlined in in III.B. above. If, the academic unit head or graduate chair does not authorize formal reassessment, after these consultations, the student ~~is unsatisfied, he or she~~ may petition the graduate academic affairs committee of the College of Graduate and Postdoctoral Studies ~~and Research~~ for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may authorize~~institute, the~~ reassessment ~~read procedure similar to that described above for undergraduate students~~. If the concern involves any other form of assessment, the committee shall consider and rule on it.

The ruling by the graduate academic affairs committee of the College of Graduate and Postdoctoral Studies ~~and Research~~ on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as ~~hereinafter~~ provided in Part V.

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

Appeal hearings provide an opportunity for a balanced airing of facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

- (a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.
- (b) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.

A. COLLEGE LEVEL APPEAL

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

1. Appeals of Standing in Program

Council delegates to college and school faculty councils and in the case of non-degree-level certificates ~~of successful completion offered through continuing and distance education~~, to the provost, the responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, granting of leaves, probationary status and graduation, granting of leaves or withdrawals, on compassionate, medical or other grounds that would affect standing in program. These decisions may be further delegated by the faculty council or the provost to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

The grounds of appeal for all ~~cCollege--L~~Level ~~aA~~Appeals shall be limited to the grounds of appeal outlined in Part V.B.1 of these ~~pP~~Procedures.

2. Appeals of Assessment in Course Work

A student who alleges that assessment of her or his academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity or to the provost for non-degree level certificate programs ~~offered through continuing and distance education~~ as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

- (a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation, any supporting evidence, and a request for a review of the matter. The dean or provost may extend the period of time for a student to submit the written statement and/or supporting evidence.
- (b) Subject to section (c) below, the dean or provost shall ~~instruct the department head (if it is a departmentalized college) to~~ arrange for an informal investigation of the allegation. ~~In a non-departmentalized college or the Centre for Continuing and Distance Education, the dean or provost respectively shall arrange for such an investigation.~~ The investigation shall be carried out as expeditiously as possible and ~~must~~ should include, wherever practical, consultation with the original instructor. The subject of the allegations shall be given an opportunity to respond to the allegations made by the student.
- (c) In a case where a student's allegation involves the dean or ~~department head or~~ provost, that individual should declare a conflict of interest and assign the investigation ~~ease~~ to an associate or assistant dean or another member of the department who has not been involved in the assessment.
- (d) The dean or provost (or ~~designate~~ delegate under sections (b) and (c)) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

- (a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:
- (i) alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance, or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
 - (ii) alleged differential treatment of the student as compared to the treatment of other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance;
 - (iii) alleged discrimination or harassment, as set out in the uUniversity's *Policy on Discrimination and Harassment Prevention* and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
 - (iv) alleged failure to implement the approved policy and procedures of the uUniversity dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance;
 - ~~(v)~~ that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
- (b) Appeals relating to accommodation are limited to alleged failure to implement the approved policy and procedures of the University. Concerns about the nature of accommodations provided or the specifics of an accommodation plan should be addressed pursuant to the dispute resolution process of the *Students with Disabilities: Academic Accommodation and Access* policy, as early as possible and while accommodations are being provided, rather than after an academic outcome.
- ~~(c)~~ A student has no right of appeal under these rules with respect to an academic judgment of ~~the~~ written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment

unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).

- (de) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

- (a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:
- (i) the university secretary;
 - (ii) the ~~academic administrator~~~~dean of the college offering the course to which the allegation relates or, if it is a program offered through continuing and distance education, the provost;~~
 - (iii) the faculty member responsible for the course to which the allegation relates; and
 - (iv) the dean of the college in which the student is registered, if different from the ~~dean~~ academic administrator in (ii) above;
 - ~~(v) for graduate students, the dean of the resource college; and~~
 - (vi) the registrar.
- (b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.
- ~~(c) Upon receipt of the notice of appeal, the university secretary will review the record of previous hearings/proceedings, and the written statement of appeal, and determine whether or not the grounds for appeal are valid. If the university secretary determines there are no valid grounds under these procedures for an appeal, then the appeal will be dismissed without a hearing. If the university secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the university secretary to dismiss an appeal or allow it to go forward is final, with no further appeal.~~

- (de) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety or wellbeing of others. If any assessment of student work and/or standing pertains to conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the ~~academic administrator dean of the college responsible for the course or activity, or the provost, for those certificate programs approved by the provost,~~ may modify the participation of the student in academic or clinical settings or other work placements, pending final outcome of an appeal under these procedures.

3. Appointment of an Appeal Board

- (a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student ~~(or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). When the case involves a graduate student, the faculty members of the appeal board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which comprises all Council members other than *ex officio* members. The university secretary or designate will act as secretary to the appeal board. With the exception of the secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case. One faculty member of the appeal board shall be named chairperson. The members of the board shall be chosen from a roster nominated by the nominations committee of Council.~~

4. Appeal Procedure

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the ~~academic administrator dean~~ whose decision is being appealed. Under exceptional circumstances, the board may extend this period.
- (b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven

(7) days' notice. It is the responsibility of all parties to ensure that the university has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.

(c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. ~~Any party-appellant~~ who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.

(d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions ~~and to the principles outlined in Section VI, Rights and Responsibilities of the Parties to a Hearing:~~

(i) ~~(i)~~ — Appeal boards under these procedures will not hear the case again but are limited to determining the appeal on the grounds set out in part V.B.1. Unless it could not have been reasonably presented at the initial hearing, and that evidence would have likely affected the decision of the original hearing, no new evidence will be considered at the appeal hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the board's deliberations.

(ii) In exceptional circumstances, a~~an~~ appeal boards may at their discretion request further evidence or ask for witnesses, including asking the instructor to give evidence.

~~(i) — The student shall be entitled to be represented by one other person, including legal counsel;~~

~~(ii) — The dean or designate shall respond to the allegation and may be represented by one other person, including legal counsel;~~

~~(iii) — Evidence supporting or rebutting the allegation may be given by witnesses, including, in cases where the appeal relates to a course, the instructor(s) responsible for the course(s) to which the allegation relates;~~

~~(iv) — Witnesses may be questioned by a person mentioned in clauses (i) to (ii) or by the board;~~

- ~~(v) The appellant and the respondent(s) shall appear before the appeal board at the same time;~~
 - ~~(vi) Both the appellant and the respondent(s) will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.~~
 - ~~(vii) It shall be the responsibility of the appellant to demonstrate that the appeal has merit;~~
 - ~~(viii) Appeal hHearings shall be restricted to persons who have a direct role in the hearing, except that either party may be represented by an advocate, and request the presence of up to three observers, ~~not including witnesses~~. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations. As the appeal hearing is not a re-hearing of the case, witnesses are not permitted to be called by the appellant or respondent.~~
 - ~~(iv) All information provided to an appeal board in advance of a hearing by either party will be shared with both parties prior to the hearing.~~
 - ~~(v) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.~~
-
- ~~(ix) Appeal boards may at their discretion request further evidence or ask for additional witnesses, including asking the instructor to give evidence.~~
 - ~~(v~~x~~) The university secretary or a designate ~~of the university secretary~~ shall record the proceedings.~~
 - ~~(vi) Neither party will communicate with the appeal board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.~~

5. Disposition by the Appeal Board

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:
 - (i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or
 - (ii) assessment of the student's work or performance by an independent third party capable of doing so; or
 - (iii) a refund or re-assessment of tuition or other fees;
 - (iv) grant leave, or withdrawal, as appropriate in the view of the appeal board and in accordance with the applicable rules of the college or university; or
 - (v) order that there be a new hearing ~~board be struck~~ to re-hear the case. This provision shall be used only in rare cases, -such as when new evidence has been introduced that could not reasonably have been available to the original hearing board -or there is procedural error sufficient enough that ~~and it is in the view of the appeal board significant enough to warrant a new hearing is warranted.~~
- (c) The chair~~person~~ of the appeal board shall prepare a report of the board's deliberations and its conclusions. -The report shall be delivered to the university secretary.

6. Copy of a Report

- (a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).
- (b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the governance committee will review the matter and, if

appropriate, require the provost and vice-president academic to instruct the unit to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.
 - (b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.
-

~~VI. RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING~~

~~Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,~~

- ~~(a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.~~
- ~~(b) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.~~
- ~~(c) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.~~
- ~~(d) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.~~
- ~~(e) The appellant and the respondent have a right to bring or to send in his/her place an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. If possible, the names of any witnesses and/or advocates are to be provided to the secretary 7 days prior to the hearing so that the secretary may communicate the names to the appellant and respondent and to the hearing board.~~
- ~~(f) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.~~
- ~~(g) The hearing board has a right to determine its own procedures subject to the provisions of these procedures, and to rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party. The secretary shall communicate to the appellant and respondent, as appropriate, the basis for the decision of the hearing board not to admit any evidence or witnesses. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called, subject to the requirement that all of the information before the hearing board be made available to both parties.~~

VII. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Students' Centre, Access and Equity Services~~Disability Services for Students~~, and the International Student and Study Abroad Centre, as well as representatives from the University of Saskatchewan Students' Union Academic Advocacy Office and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these procedures~~rules~~ should be directed to the university secretary.

First approved by University Council on November 18, 1999 with revisions noted December 3, 1999.

Revisions approved by University Council on September 21, 2000.

Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.

Major revisions approved by University Council on January 26, 2012.

Minor revisions approved by University Council on June 19, 2014

Major revisions approved by University Council on XX, 2018

Re-aAssessment Form

UNIVERSITY OF SASKATCHEWAN

Request for and Report of Re-aAssessment

(Appeal at the level of Department or Non-departmentalized College)

This application is to be completed **only after** informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of re-assessment should be returned to the department head or dean (non-departmentalized college), who will complete it and submit to the Registrar. If a graduate student, the dean of the resource college, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.

This application must be submitted along with the required **\$20** fee (as set by the Registrar) to the department or non-departmentalized college offering the course which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the course or course component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the ~~reassessment-reading~~, the fee will be refunded. Students should be aware that a grade may be reduced as the result of a re-assessment.

APPLICATION FOR RE-ASSESSMENT		
Name:	Student number: NSID:	
Address (Street, City, Postal Code):	Telephone: Email:	
Formal re-assessment requested in: Course name/number		Section:
Instructor(s):		
Formal re-assessment requested for (check where applicable):		
<input type="checkbox"/> Final examination	Date Written	
<input type="checkbox"/> Midterm examination	Date Written	
<input type="checkbox"/> Essay	Due Date	
<input type="checkbox"/> Term Work	Due Date	
<input type="checkbox"/> Laboratory	Due Date	
<input type="checkbox"/> Other (specify)		
<input type="checkbox"/> Date of informal consultation with the instructor(s) _____ OR		
<input type="checkbox"/> I was not able to consult with the instructor(s) (provide reason)		
Specific nature of the complaint (The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Use the reverse of sheet <u>or attach a sheet</u> if additional space is required):		
Date:	Signature of student:	
REPORT OF RE-ASSESSMENT. (The re-assessor should not be aware of the original mark)		
Re-assessor's Mark ()	Comments : (attach separate sheet)	
Date:	Signature of Re-Assessor:	
To be completed by department head once the report from the re-assessor is received.		
Results: Original Mark ()	<input type="checkbox"/> Change to: ()	<input type="checkbox"/> No Change
Final Grade ()	<input type="checkbox"/> Change to: ()	<input type="checkbox"/> No Change
Signature of dean, department head or executive director:		

Submit to Registrar when completed.

University-Level Appeal of Matters Other than Substantive Academic Judgement

- This form must be delivered as soon as possible, but **not later than thirty (30) days** from the date the outcome of a college-level appeal has been communicated in writing to the student.
- A written statement outlining the allegation and grounds for appeal must be attached to this form; additional supplementary written information may also be attached.

Name:	Student Number:
Address (<i>Street, City, Postal Code</i>):	NSID:
Telephone:	Email:
Appeal related to (<i>check where applicable</i>): <ul style="list-style-type: none"> <input type="checkbox"/> Faculty action/Standing in Program (<i>Program, year of program</i>): <input type="checkbox"/> Course work/course grade (<i>Course name/number/section</i>): (<i>Instructor(s) responsible for the course</i>): <input type="checkbox"/> Other (<i>please specify</i>): 	
Date final college-level decision communicated in writing:	
Grounds for appeal (<i>check where applicable</i>):	
<input type="checkbox"/> <u>alleged significant</u> failure to follow procedural regulations of the relevant college or <u>the uU</u> university dealing with assessment of students' academic work or performance, or administrative decisions <u>or alleged misand the</u> application of regulations governing program or degree requirements.	
<input type="checkbox"/> <u>alleged</u> differential treatment compared to other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance.	
<input type="checkbox"/> alleged discrimination or harassment as set out in the university's <i>Policy on Discrimination and Harassment Prevention</i> and associated procedures <u>for addressing issues of</u> , where the alleged discrimination or harassment, <u>when the alleged failure</u> affected assessment of the student's academic work or performance.	
<input type="checkbox"/> <u>alleged</u> failure to implement the approved policy and procedures of the <u>uU</u> university <u>dealing with concerning</u> accommodation of students with disabilities, when the the alleged failure affected assessment of the student's academic work or performance.	
<input type="checkbox"/> <u>that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.</u>	
<u>A written statement outlining the allegation and grounds for appeal must be attached.</u>	
Supplementary written information attached: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date:	Signature of Student:

Instructions: To initiate an appeal, a student must deliver this form with a written statement and any ~~(with any~~ supplementary written information attached) to **all** of the following: the **university secretary**, the **dean** of the college or executive director of the school responsible for the course (if a specific course is involved), the **instructor(s)** responsible for the course (if a specific course is involved), the **dean** of the college or executive director of the school in which the student is registered, and the **registrar**. If a graduate student, the dean of the resource college, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.



Office of the University Secretary

E290212 Administration Peter MacKinnon-Building

University of Saskatchewan

107 Administration Place

Saskatoon, SK S7N 5A2

(306) 966-4632

email to *university.secretary@usask.ca*

policies and forms are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>



UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Approved by Council, 201X

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PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's [*Policy on Student Appeals of Evaluation, Grading and Academic Standing*](#).

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

- (a) those involving an academic judgment, including (where relevant) assessment of a student's level of professionalism, on all program requirements, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;
- (b) those pertaining to a student's academic standing in his or her program; and
- (c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- "academic administrator" means the appropriate dean, executive director, department head or faculty member designate of the college or school that is responsible for the course or other academic activity to which the allegation relates or where the matter falls outside the responsibility of a college or school, the provost and vice-president academic;
- "appellant" refers to the student making the appeal;
- "course work" includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
- "department" and "college" refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates; "dean" refers to the administrative heads of such units and "dean" includes the dean of a college or the executive director of a school;
- "evaluation" refers to the grading of student work;
- "instructor(s)" refers to the person(s) who was/were responsible for the assessment of student work or performance because she or he or they

prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply;

- “respondent” refers to the individual(s) responding to the appeal;
- “resource college” pertains to graduate students and is the college that offers the student’s degree program; whereas the College of Graduate and Postdoctoral Studies (CGPS) is the college in which the student is registered, and which has overall responsibility for the student’s degree program.

II. AVAILABILITY OF WORK AND ACCESS TO ASSESSMENT MATERIALS

A student shall be permitted to see her or his examinations or other work, and where possible to be provided a copy of her or his work and/or copy of the assessment rubric, as determined by the college. Students in the course should be informed at the beginning of a course that copies of examinations or other forms of evaluation are not available.

III. SUBSTANTIVE ACADEMIC JUDGMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS¹

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that instructors may use alternative forms of evaluation either to meet specific circumstances of the student (e.g., oral examinations to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

A. Instructor Level: Informal Consultation

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of her or his work or performance shall consult wherever possible with the individual(s) that evaluated the work or performance. This informal consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

¹ Includes postgraduate trainees and students in degree-level diploma programs and degree-level certificate programs under the oversight of Council.

The purpose of the informal consultation is

- To assist the student in understanding how his or her grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out, and that additions and grade calculations were correctly made.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the academic administrator.

If the student is not satisfied with the academic judgment rendered with respect to the work or performance, he or she may request reconsideration of the assessment. The individual may decide to evaluate the work or performance or request that the student apply for a formal reassessment as set out in these procedures.

If the individual responsible for evaluation is/are not available, the student should seek advice from the instructor responsible for the course (this may be the course coordinator or academic administrator about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal reassessment as provided for under Section B.

The college or department responsible for the course may specify other time limits than those prescribed above (e.g. for programmatic reasons), and may, at its discretion, waive compliance with the time limits.

B. Formal Reassessment at the level of Department or Non-departmentalized college

A department-level reassessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the academic administrator. The reassessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course. Where possible, the reassessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service activities and practicum based activities. Since such forms of work or

performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the reassessment procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

Colleges and schools may develop professionalism policies that define unprofessional conduct in the context of the programs offered by the college or school.

Student should be aware that a grade may be increased, stay the same, or be reduced as the result of a reassessment.

Process to be followed:

- (a) To initiate a reassessment of written work, the student shall submit a completed *Request for and Report of Reassessment Form* to the academic administrator. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A reassessment fee shall be tendered with the request, with the fee retained by the department, college, or school. The fee will be refunded if the student's grade on the course or course component is increased at least five (5) percentage points as a result of the reassessment or if the student's grade is increased from a Fail to a Pass in a course or course component where the assessment is Pass/Fail.

The request shall state briefly the student's concern with the assessment of the work.

- (b) The academic administrator shall determine whether it is feasible to arrange to have some or all of the student's work or performance reassessed by someone, other than the instructor(s), whom the academic administrator decides is qualified to do so. If the academic administrator determines that a reassessment is not feasible, that decision is final.

Where the academic administrator concludes that some or all of the performance or work can be reassessed by someone other than the instructor who is qualified to do so, he or she shall appoint such person or persons for this purpose. The reassessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the reassessor. The mark or grade given by the reassessor may be higher or lower than the mark given by the instructor(s). The result of the reassessment shall be recorded on the *Request for and Report of Reassessment Form*.

- (c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the academic administrator. This requirement may be waived by the academic administrator when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the reassessor as to the mark or grade to be assigned to the work. Otherwise, the academic administrator, or a committee appointed for such purpose, shall determine the mark or grade following the report of the results of the reassessment.
- (d) Reasonable efforts will be made to complete the reassessment within 30 days.
- (e) The student shall be notified in writing by the academic administrator of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the reassessment are determined as provided in (d).
- (f) A ruling of a department-level decision on a matter of substantive academic judgment will be final and not subject to further appeal.
- (g) A student who believes that the assessment of his or her work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal as provided in Part V.

IV. SUBSTANTIVE ACADEMIC JUDGMENT OF STUDENT WORK: GRADUATE STUDENTS

A. Informal Consultation

A graduate student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

If the individual responsible for evaluation is/are not available, the graduate student should seek advice from the head of the academic unit responsible for the course about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the graduate student to apply for a formal reassessment as provided for under Section B.

B. Formal Reassessment

Following informal consultation with the instructor (where feasible), a graduate student who has a concern or question about the evaluation of her or his work or performance shall consult with the academic unit head or graduate

chair of the program before invoking formal procedures. When warranted, the academic unit head or graduate chair of the program may authorize formal reassessment on behalf of the CGPS academic administrator following the procedures outlined in III.B. above. If the academic unit head or graduate chair does not authorize formal reassessment, the student may petition the graduate academic affairs committee of the College of Graduate and Postdoctoral Studies for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may authorize the reassessment procedure. If the concern involves any other form of assessment, the committee shall consider and rule on it.

The ruling by the graduate academic affairs committee of the College of Graduate and Postdoctoral Studies on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as provided in Part V.

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

Appeal hearings provide an opportunity for a balanced airing of facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

- (a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.
- (b) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.

A. COLLEGE LEVEL APPEAL

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

1. Appeals of Standing in Program

Council delegates to college and school faculty councils and in the case of non-degree-level certificates, to the provost, the responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, probationary status and graduation, granting of leaves or withdrawals, on compassionate, medical or other grounds that would affect standing in program. These decisions may be further delegated by the faculty council or the provost to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

The grounds of appeal for all college-level appeals shall be limited to the grounds of appeal outlined in Part V.B.1 of these procedures.

2. Appeals of Assessment in Course Work

A student who alleges that assessment of her or his academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity or to the provost for non-degree level certificate programs as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

- (a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation, any supporting evidence, and a request for a review of the matter. The dean or provost may extend the period of time for a student to submit the written statement and/or supporting evidence.
- (b) Subject to section (c) below, the dean or provost shall arrange for an informal investigation of the allegation. The investigation shall be carried out as expeditiously as possible and should include, wherever practical, consultation

with the original instructor. The subject of the allegations shall be given an opportunity to respond to the allegations made by the student.

- (c) In a case where a student's allegation involves the dean or provost, that individual should declare a conflict of interest and assign the investigation to an associate or assistant dean or another member of the department who has not been involved in the assessment.
- (d) The dean or provost (or designate under sections (b) and (c)) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

- (a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:
 - (i) alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance, or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
 - (ii) alleged differential treatment of the student as compared to the treatment of other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance;
 - (iii) alleged discrimination or harassment, as set out in the university's Policy on Discrimination and Harassment Prevention and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
 - (iv) alleged failure to implement the approved policy and procedures of the university dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance;

- (v) that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
- (b) Appeals relating to accommodation are limited to alleged failure to implement the approved policy and procedures of the University. Concerns about the nature of accommodations provided or the specifics of an accommodation plan should be addressed pursuant to the dispute resolution process of the *Students with Disabilities: Academic Accommodation and Access* policy, as early as possible and while accommodations are being provided, rather than after an academic outcome.
- (c) A student has no right of appeal under these rules with respect to an academic judgment of written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).
- (d) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

- (a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:
 - (i) the university secretary;
 - (ii) the academic administrator;
 - (iii) the faculty member responsible for the course to which the allegation relates; and
 - (iv) the dean of the college in which the student is registered, if different from the academic administrator in (ii) above;
 - (v) for graduate students, the dean of the resource college; and
 - (vi) the registrar.

- (b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.
- (c) Upon receipt of the notice of appeal, the university secretary will review the record of previous hearings/proceedings, and the written statement of appeal, and determine whether or not the grounds for appeal are valid. If the university secretary determines there are no valid grounds under these procedures for an appeal, then the appeal will be dismissed without a hearing. If the university secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the university secretary to dismiss an appeal or allow it to go forward is final, with no further appeal.
- (d) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety or wellbeing of others. If any assessment of student work and/or standing pertains to conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the academic administrator may modify the participation of the student in academic or clinical settings or other work placements, pending final outcome of an appeal under these procedures.

3. Appointment of an Appeal Board

- (a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). When the case involves a graduate student, the faculty members of the appeal board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which comprises all Council members other than *ex officio* members. The university secretary or designate will act as secretary to the appeal board. With the exception of the secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

4. Appeal Procedure

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the academic administrator whose

decision is being appealed. Under exceptional circumstances, the board may extend this period.

- (b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice. It is the responsibility of all parties to ensure that the university has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.
- (c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. Any party who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.
- (d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions:
 - (i) Appeal boards under these procedures will not hear the case again but are limited to determining the appeal on the grounds set out in part V.B.1. Unless it could not have been reasonably presented at the initial hearing, and that evidence would have likely affected the decision of the original hearing, no new evidence will be considered at the appeal hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the board's deliberations.
 - (ii) In exceptional circumstances, appeal boards may at their discretion request further evidence or ask for witnesses, including asking the instructor to give evidence.
 - (iii) Appeal hearings shall be restricted to persons who have a direct role in the hearing, except that either party may be represented by an advocate, and request the presence of up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

As the appeal hearing is not a re-hearing of the case, witnesses are not permitted to be called by the appellant or respondent.

- (iv) All information provided to an appeal board in advance of a hearing by either party will be shared with both parties prior to the hearing.
- (v) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.
- (vi) The university secretary or designate shall record the proceedings.
- (vii) Neither party will communicate with the appeal board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.

5. Disposition by the Appeal Board

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:
 - (i) reevaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or
 - (ii) assessment of the student's work or performance by an independent third party capable of doing so; or
 - (iii) a refund or reassessment of tuition or other fees;
 - (iv) grant leave, or withdrawal, as appropriate in the view of the appeal board and in accordance with the applicable rules of the college or university; or
 - (v) order that there be a new hearing to re-hear the case. This provision shall be used only in rare cases, such as when new

evidence has been introduced that could not reasonably have been available to the original hearing board or when there is procedural error sufficient enough that in the view of the appeal board a new hearing is warranted.

- (c) The chair of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the university secretary.

6. Copy of a Report

- (a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).
- (b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the governance committee will review the matter and, if appropriate, require the provost and vice-president academic to instruct the unit to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.
- (b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.

VI. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Students' Centre, Access and Equity Services, and the International Student and Study Abroad Centre, as well as representatives from the University of Saskatchewan Students' Union Academic Advocacy Office and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these procedures should be directed to the university secretary.

First approved by University Council on November 18, 1999 with revisions noted December 3, 1999.

Revisions approved by University Council on September 21, 2000.

Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.

Major revisions approved by University Council on January 26, 2012.

Minor revisions approved by University Council on June 19, 2014

Major revisions approved by University Council on XX, 2018



**Office of the University Secretary
E290 Administration Building
University of Saskatchewan
107 Administration Place
Saskatoon, SK S7N 5A2
(306) 966-4632**

email to *university.secretary@usask.ca*

policies and forms are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>



Request for and Report of Re-Assessment Form

Instructions

This application is to be completed only after informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of re-assessment should be returned to the department head, dean (non-departmentalized college) or executive director who will complete it. If a graduate student, the dean of the resource college, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.

This application must be submitted along with the required \$20 fee to the department, non-departmentalized college or school offering the class which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the class or class component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the reassessment, the \$20 fee will be refunded.

Students should be aware that a grade may be reduced as the result of a reassessment.

Application for Re-Assessment

Last Name	First and Middle Name(s)	NSID	U of S Student Number	
Address		City/Town		Province
Postal Code	Telephone (Home)	Cell Number	Email	

Formal re-assessment requested in:	Class	Number	Section	Instructor(s)
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Formal re-assessment requested for:	Final Examination	Date Written	Midterm examination	Date Written
	Essay	Due Date	Term Work	Due Date
	Laboratory	Due Date	Other (specify)	

Date of informal consultation with the instructor(s)	OR	I was not able to consult with the instructor(s) (provide reason)
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The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Please attach separate sheets if additional space is required.

Student Signature	Date
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Report of Re-assessment (The re-assessor should not be aware of the original mark)

Please attach comments on separate sheets.

Re-assessor's Mark	Signature of Re-assessor	Date
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To be completed by department head, dean or executive director once the report from the re-assessor is received **and after consultation with the original instructor(s), where possible. Any grade changes resulting from a re-assessment should be made by the original instructor(s) electronically through PAWS.**

The signed form is to be retained by the department, college or school for one year.

Original Mark	Change to	No Change	Final Grade	Change to	No Change
Signature of dean, department head or executive director					

Questions may be directed to:

University Secretary ■ University of Saskatchewan ■ E290 Administration Building ■ 105 Administration Place ■ Saskatoon, SK S7N 5A2 Canada
 Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4530

University-Level Appeal of Matters Other than Substantive Academic Judgement

Instructions: To initiate an appeal, a student must deliver this form (with any supplementary written information attached) as soon as possible, but not later than thirty (30) days from the date the outcome of a college-level appeal has been communicated in writing to the student to all of the following:

- the university secretary
- the dean of the college responsible for the class (if a specific class is involved)
- the instructor(s) responsible for the class (if a specific class is involved)
- the dean of the college in which the student is registered
- for graduate students, the dean of the resource college, defined as the college where the student is physically situated
- the Registrar

A written statement outlining the allegation and grounds for appeal must be attached to this form; additional supplementary written information may also be attached.

Student Information

Last Name	First and Middle Name(s)	NSID	U of S Student Number	
Address		City/Town		Province
			Postal Code	
Telephone (Home)	Cell Number	Email		

Appeal related to (please check where applicable)

Faculty action/Standing in Program	Program			Year of program
Class work/class grade	Class Name	Number	Section	Instructor(s) responsible for the class
Other (please specify):				
Date final college-level decision communicated in writing				

Grounds for Appeal (please check where applicable)

Alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements.

Alleged differential treatment compared to other students in the class or program, where the alleged differential treatment affected assessment of the student's academic work or performance.

Alleged discrimination or harassment as set out in the university's *Policy on Discrimination and Harassment Prevention* and procedures for addressing issues of discrimination or harassment, when the alleged failure affected assessment of the student's academic work or performance.

Alleged failure to implement the approved policy and procedures of the university dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.

That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board

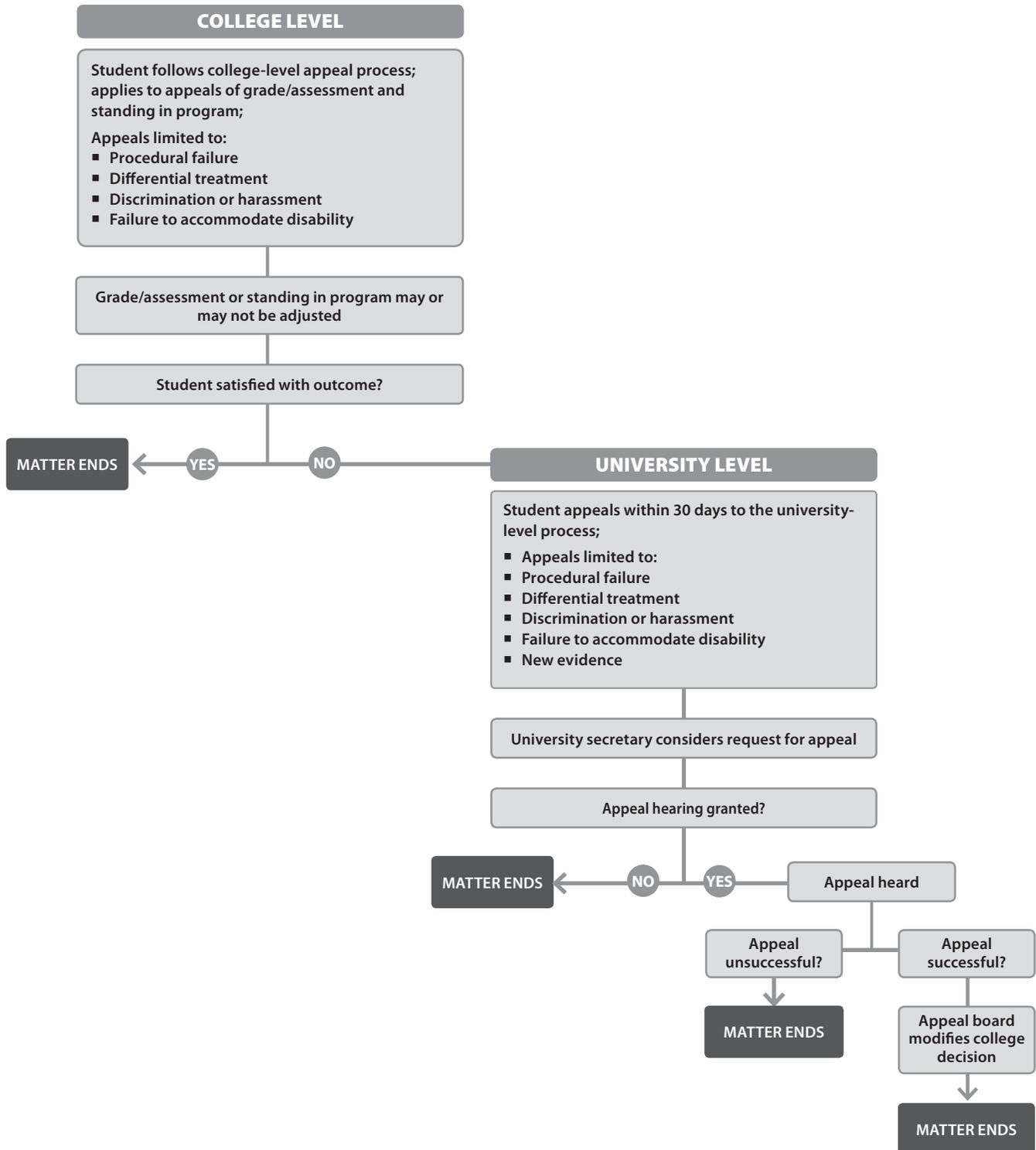
A written statement outlining the allegation and grounds for appeal must be attached.	Signature of Student	Date
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Questions may be directed to:

University Secretary ■ University of Saskatchewan ■ E290 Administration Building ■ 105 Administration Place ■ Saskatoon, SK S7N 5A2
Canada Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4530

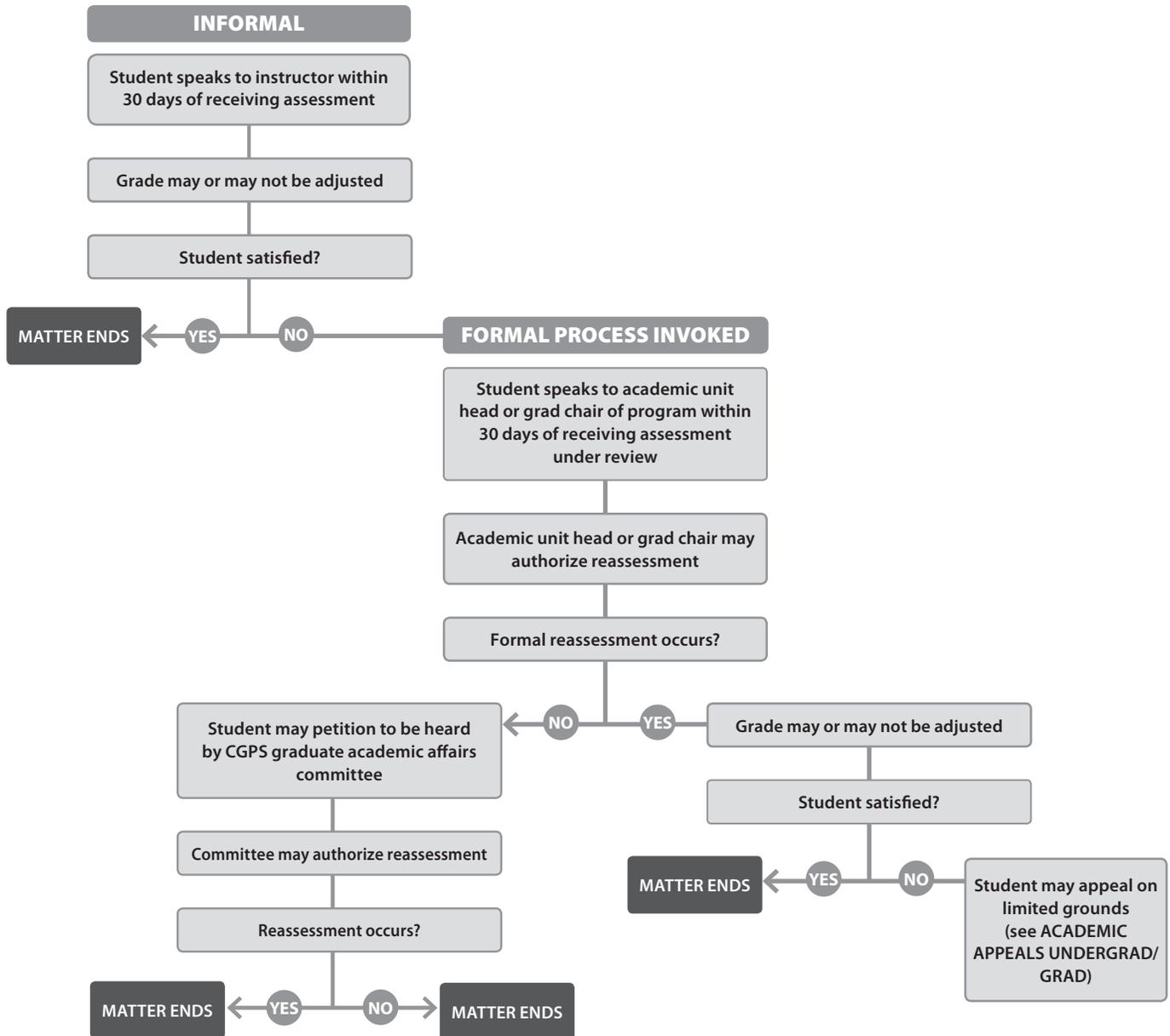
APPEALS OF ACADEMIC EVALUATION

Undergraduate and Graduate Students



APPEAL OF ACADEMIC EVALUATION (REASSESSMENT)

Graduate Students



APPEAL OF ACADEMIC EVALUATION (REASSESSMENT)

Undergraduate Students

