

AGENDA

2:30 p.m. Thursday, November 22, 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 October 25, 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 – Oral Report
 - 7.2 Report from the GSA
8. Joint Committee on Chairs and Professorships
 - 8.1 Request for Decision: Western Grains Research Foundation (WGRF) Integrated Agronomy Research Chair

It is recommended 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.
9. Coordinating Committee
 - 9.1 Report for Information: Report for Information: Notices of Motion from October Council meeting

10. Academic Programs Committee

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

It is recommended 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

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

It is recommended that Council approve the proposed changes to the admissions requirements for the Doctor of Philosophy (Ph.D.) program in Mechanical Engineering, effective May 2019

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

It is recommended that Council approve the proposed changes English proficiency requirements for programs in the Johnson Shoyama Graduate School of Public Policy, effective May 2019

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

It is recommended that Council approve the new project-based Master of Science (M.Sc.) in Field Epidemiology, effective May 2019.

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

It is recommended that Council approve the International Dental Degree Program (IDDP) in the College of Dentistry, effective May 2019.

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

It is recommended that Council approve the Bachelor of Science, Dentistry (B.Sc.(DENT)) in the College of Dentistry, effective May 2019.

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

- 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

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

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

- Biological Research
- Computing
- Politics and Law
- Study of Indigenous Storytelling

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

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

11. Nominations Committee

11.1 Request for Decision: Promotions Appeal Panel Member Nomination

It is recommended that Council approve the nomination of Nancy Gyurcsik, College of Kinesiology to the promotions appeal panel effective immediately and continuing until June 30, 2019.

11.2 Request for Decision: Joint Committee on Chairs and Professorships (JCCP) Member Nomination

It is recommended 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.

12. Governance Committee

12.1 Request for Decision: Governance Committee Terms of Reference

It is recommended 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.

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

It is recommended 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.

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

It is recommended that Council approve the membership changes to the Faculty Council of the College of Arts and Science as shown in the attachment.

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

13. Planning and Priorities Committee

13.1 Report for Information: Discovery the World Needs: University of Saskatchewan's Research Plan

13.2 Report for Information: 2019-2020 Operations Forecast

14. Other business

15. Question period

16. Adjournment



Minutes of University Council
2:30 p.m., Thursday, October 25, 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.

The meeting began with two memorials. Honouring Dr. Robert McNeill, professor emeritus of the University of Saskatchewan, a tribute was given by Dr. Stan Bardal. A tribute to honour Dr. Peter Nikiforuk dean emeritus, College of Engineering, was given by Dr. Madan Gupta.

1. Adoption of the agenda

DOBSON/J. WILSON: to adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Willness acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Metis ancestors of our gathering place and reaffirm our relationship with one another.

The chair reminded those in attendance of our usual protocols for discussion and debate.

Dr. Willness noted that on October 11, 2018 two topics were discussed at the monthly meeting of Council chairs and the President's executive committee: international programs like AthenaSWAN and plans for increased diversity and equity, and the use of student evaluations in promotion and tenure cases.

3. Approval of Minutes of the meeting of September 20, 2018

DE BOER/J. WILSON: That the minutes of the September 20, 2018 are approved as circulated.

4. Business Arising from the Minutes

None.

5. Report of the President

President Peter Stoicheff noted that the launch of the University Plan (as approved by University Council, Board, and Senate) took place on October 10, 2018 and was successful, well attended event. The provincial cabinet was also on campus meeting with the president, provost and vice-

president, finance on October 10, 2018. Members of cabinet, including the premier, attended the launch of the plan and were supportive of the university's direction.

The president indicated that he attended meetings of Universities Canada in October. Highlights included advocacy for universities on Parliament Hill in advance of the federal budget; student mobility, and the continuation of building reconciliation forums that are taking place annually. This year's forum will be held in November at the University of Victoria.

The president informed Council of the formal opening of Merlis Belcher Place taking place that evening and on Saturday, October 27, 2018

6. Report of the Provost

The Provost, Dr. Tony Vannelli made a presentation on the university plan and the financial sustainability of the U of S.

Questions were posed regarding plans for promoting interdisciplinarity; health sciences restructuring; inclusivity in the university plan and its implementation; and comparisons of internationalization and overall enrolment with the U15. The provost responded that deans would be consulted regarding encouragement of promoting interdisciplinarity and restructuring of health sciences, and that these would be topics at future meetings of Council; that the implementation of the university plan will be inclusive of all the disciplines on campus, including education, the humanities, social sciences, and fine arts.

The provost and vice-provost, teaching, learning and student experience, Dr. Patti McDougall noted we are in the lower segment of the U15 for overall enrolment, top for Indigenous and international students, middle of the pack for the distribution of graduate to undergraduate enrolment. Plans to grow to a total of approximately twenty-eight thousand students would put the U of S among the middle of the U15.

The chair requested that further questions be addressed to the provost during question period.

7. Report of the Vice-President Research

The vice-president research, Dr. Karen Chad, made a presentation to Council providing an update on the university's research excellence, and highlighting recent U of S achievements in Tri-Agency research grants.

The question of success rate in terms of magnitude of dollars and the size of grants was raised. The vice-president committed to return to Council with that information.

8. Student Societies

8.1 Report from the USSU

Rollin Baldhead, president of the USSU provided a report to Council. It was reported that eight new student councilors were elected in the by-election in October. A question was raised regarding the USSU's participation in the provincial association of student unions. It was noted that there has been a delay in the business of the group moving forward.

8.2 Report from the GSA

Naheda Sahtout, president of the GSA provided a report to Council. She indicated that the priority for the GSA this year will be to continue to focus on improvements in the supervisor-student relationship, and that the GSA would also continue to make a case for representation on the Board of Governors. A council member inquired as to whether the GSA was seeking that the University of Saskatchewan Act be reopened so as to include graduate student representation, which Ms. Sahtout affirmed, though she noted that their interim strategy was to seek observer status.

9. Teaching, Learning and Academic Resources Committee (TLARC)

Vince Bruni-Bossio, chair of TLARC presented the revised learning charter to Council for consideration and approval. Mr. Bruni-Bossio thanked the working group and TLARC for their work over the last two years on the development of the charter. Dr. McDougall made a presentation regarding the changes to the charter, and answered questions that were raised at the Council meeting of September 20, 2018

Additional questions were raised regarding the role of Indigenous Elders in the classroom; the need for in-house Elders; and support for Indigenous curriculum development. Dr. McDougall noted the resources available in the Experiential Learning Fund that are available to support such work and appropriate compensation for Elders and Knowledge Keepers. Indigenous student participation in reconciliation and in the renewal of the learning charter were discussed. Dr. McDougall noted that Iloradanon Efimoff had been closely involved in the revisions to the charter, and that she had continued to be involved despite her support for the Indigenous Students' Council declaration last spring that they would not participate in activities connected with reconciliation. Dr. McDougall also stated that the revisions of the learning charter also began and concluded with Indigenous ceremony.

9.1 Request for Decision: Approval of the Learning Charter

(BRUNI-BOSSIO/PAPAGERAKIS): *that Council approve the revised Learning Charter.*

CARRIED

The Council chair remarked that Rollin Baldhead is the fourth Indigenous president of the USSU, and that the U of S president and Council chair are both very proud to have the leadership of Indigenous students at University Council and the U of S.

10. Nominations Committee

The Council chair noted for Council members and guests that after each nomination is recommended, and before a vote is taken, that she would call three times for nominations from the floor. Dr. Willness welcomed Dr. Pamela Down, chair of the Nominations Committee to present the nominations.

10.1 Request for Decision: Promotions Appeal Panel member Nomination

(DOWN/URQHART): *is recommended that Council approve the nomination of Nancy Gyurcsik, College of Kinesiology to the promotions appeal panel effective immediately and continuing until June 30, 2019.*

The chair asked thrice for any nominations from the floor.

(CHERNOFF/URQHART): *An appeal was made for a count to confirm quorum.*

As quorum was not met, the chair asked for a motion to adjourn (refer to Table 1 for action items).

(D'EON): *An appeal was made to move to item 13.1 on the agenda, and to have PPC give their report, which was provided for information not for decision.*

13. Planning and Priorities Committee (PPC)

The chair asked Dr. Dirk de Boer, chair of the planning and priorities committee to present the item for information.

13.1 Report for Information: Revisions to the Tuition and Fees Authorization Policy

Dr. de Boer presented the Tuition and Fees Authorization Policy item for information, noting two changes from the materials that were presented in the Council materials. At the Board meeting the proviso was added: “Notwithstanding this delegation [of the Board to the Provost for approving student and class fees], the Provost will not publicize general changes to tuition rates prior to informing the Board” (Tuition and Fees Authorization Policy, U of S 2018, 3, 10). Also that a line was missing from the materials following the statement “The Fee Review Committee, as delegated by the Provost, is responsible for reviewing requests for all new student and class fees, and changes to existing fees” “... and providing recommendations to the Provost” (ibid, 3).

A question was raised regarding the nature and purpose of the consultation, i.e. whether it would just be to provide information, or if input from students would be considered in the setting of tuition rates. The chair of PPC indicated that the procedures for consultation should be understood to mean that views expressed by all students will be considered in the tuition setting process. The university secretary also noted that the Board was concerned with the level of consultation, and were assured that students would be heard.

14. Other business

14.1 College of Medicine’s (CoM) diversity and social CoM report

Dr. Marcel D’Eon inquired as to the status of the College of Medicine’s diversity and social accountability report that was to be presented to Council. The University Secretary’s Office indicated that the report was received by the Academic Programs Committee and would be coming forward to the November meeting of Council.

14.2 Council agendas and meeting time

Dr. D'Eon inquired whether the committee responsible for agendas could pre-plan the meetings to allow more time for decisions. The chair of Council noted for the record that the previous twelve meetings were on time, but that the recommendation would be taken under advisement.

14.3 Council chair

The university secretary announced that the governance committee received notice that council chair, Dr. Kevin Flynn has resigned. Nominations will open on Monday, October 29, 2018 and will be open for thirty days, followed by an election.

15. Question period

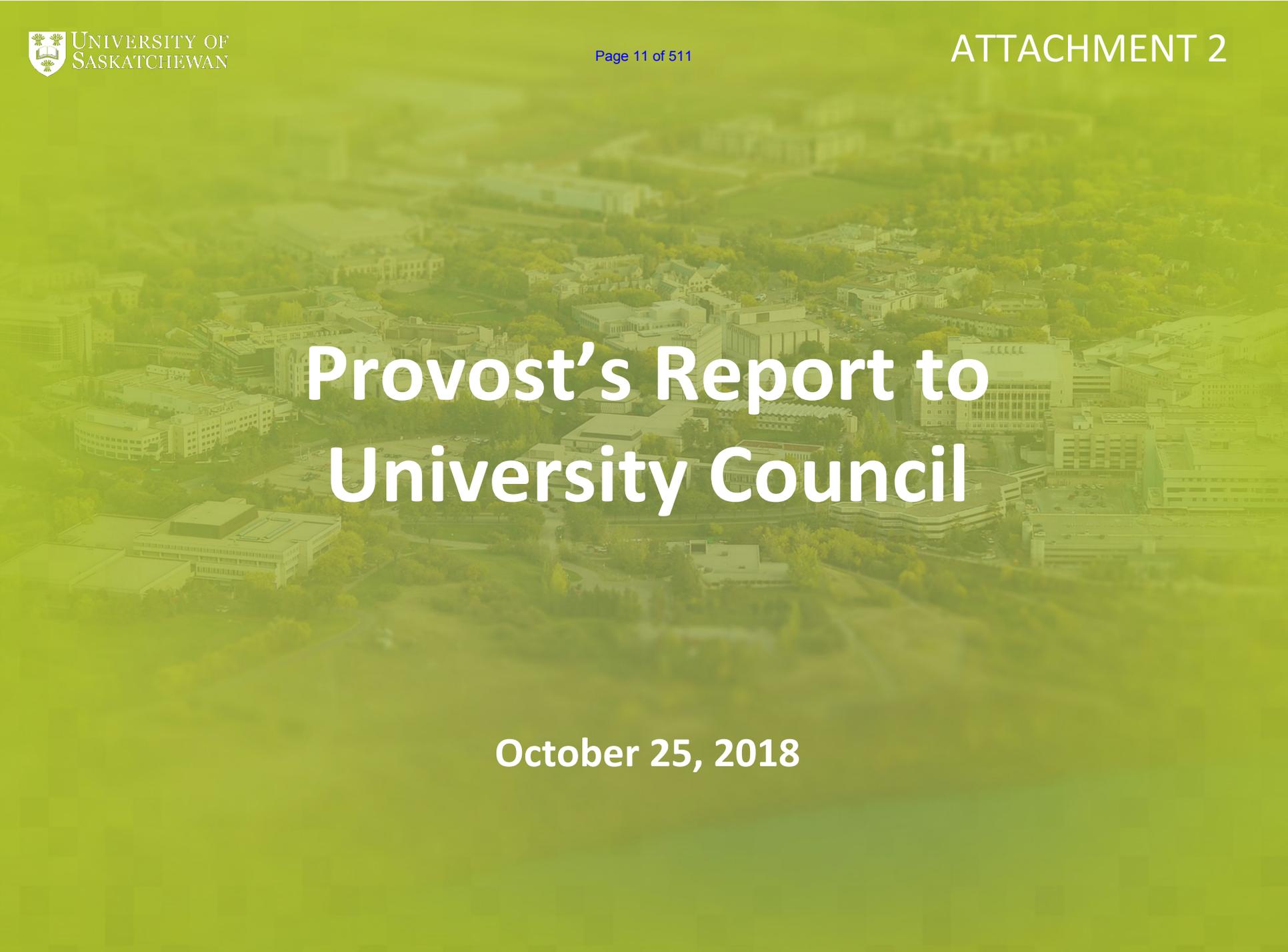
One of the senate representatives inquired as to the male to female balance among senior administration and the students at the U of S. Dr. McDougall responded that the balance is 54 percent male and 46 percent female; however, that it will become more difficult to report on gender in a binary way given that for instance, on student applications there is now option not to declare gender.

16. Adjournment

The meeting was adjourned by motion (URQHART/D'EON) at 4:45 p.m.

Table 1. Action items

Page and note	Date	Item	Person
p. 2, 7	25/10/2018	Research performance in total dollars and size of grant	Dr. Karen Chad
p. 4-5, items 10 to 12	25/10/2018	Deferred agenda items will be brought forward to the next meeting of Council	Dr. Chelsea Willness
p.4, item 14.1	25/10/2018	Present CoM's diversity social accountability report for information	Dr. Beth Bilson/APC
p.4, item 14.2	25/10/2018	Coordinating committee consider sequencing of Council agenda items	Dr. Chelsea Willness

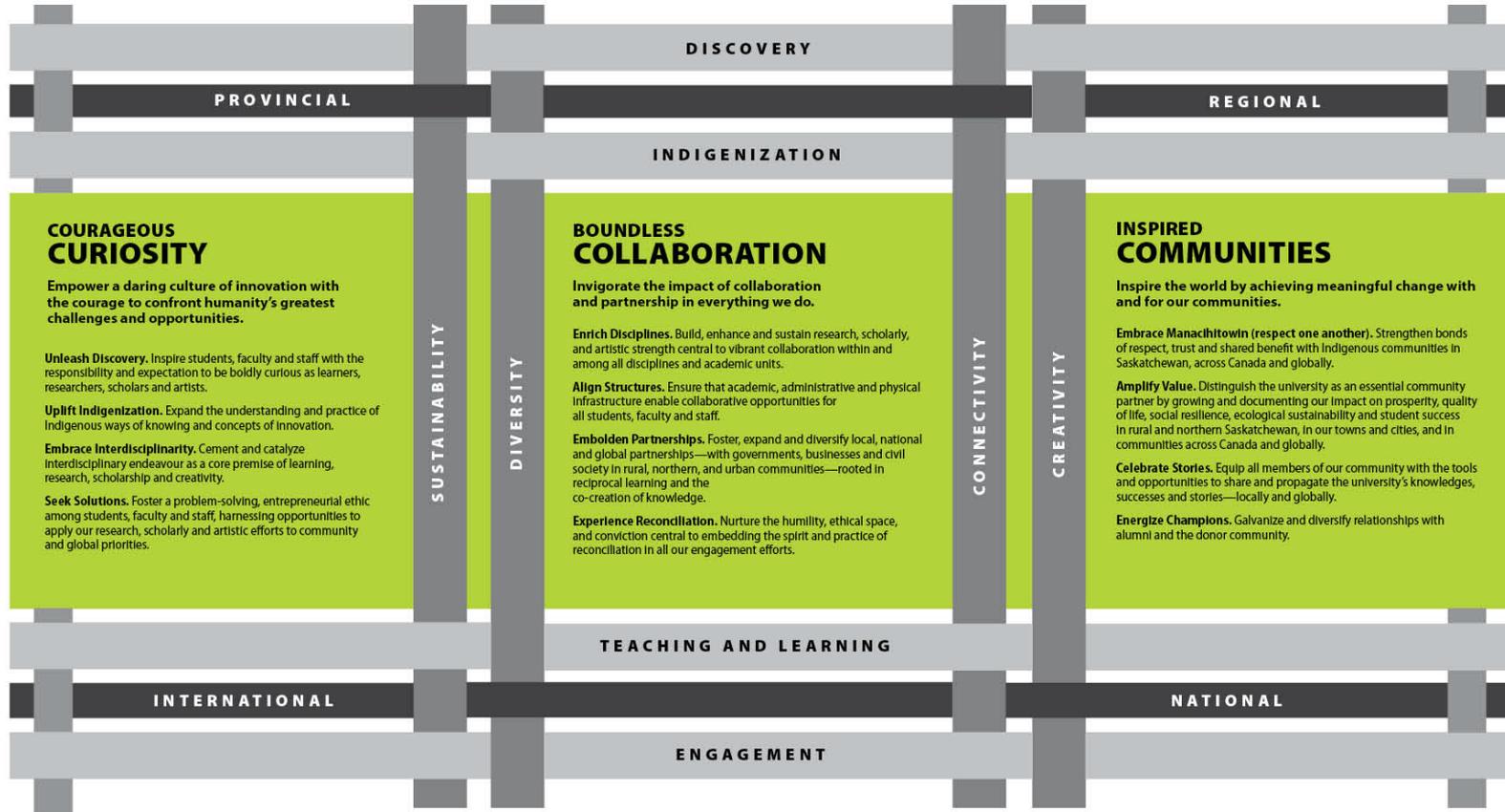


Provost's Report to University Council

October 25, 2018

University Plan

University Plan: 2025



2025 ASPIRATIONS

Transformative Decolonization Leading to Reconciliation. Indigenous students, faculty, staff, and communities are holistically strengthening the spirit and methodologies we inhabit

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

Meaningful Impact. Our knowledge, discoveries, and innovations are helping communities achieve their social, cultural, and economic goals.

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

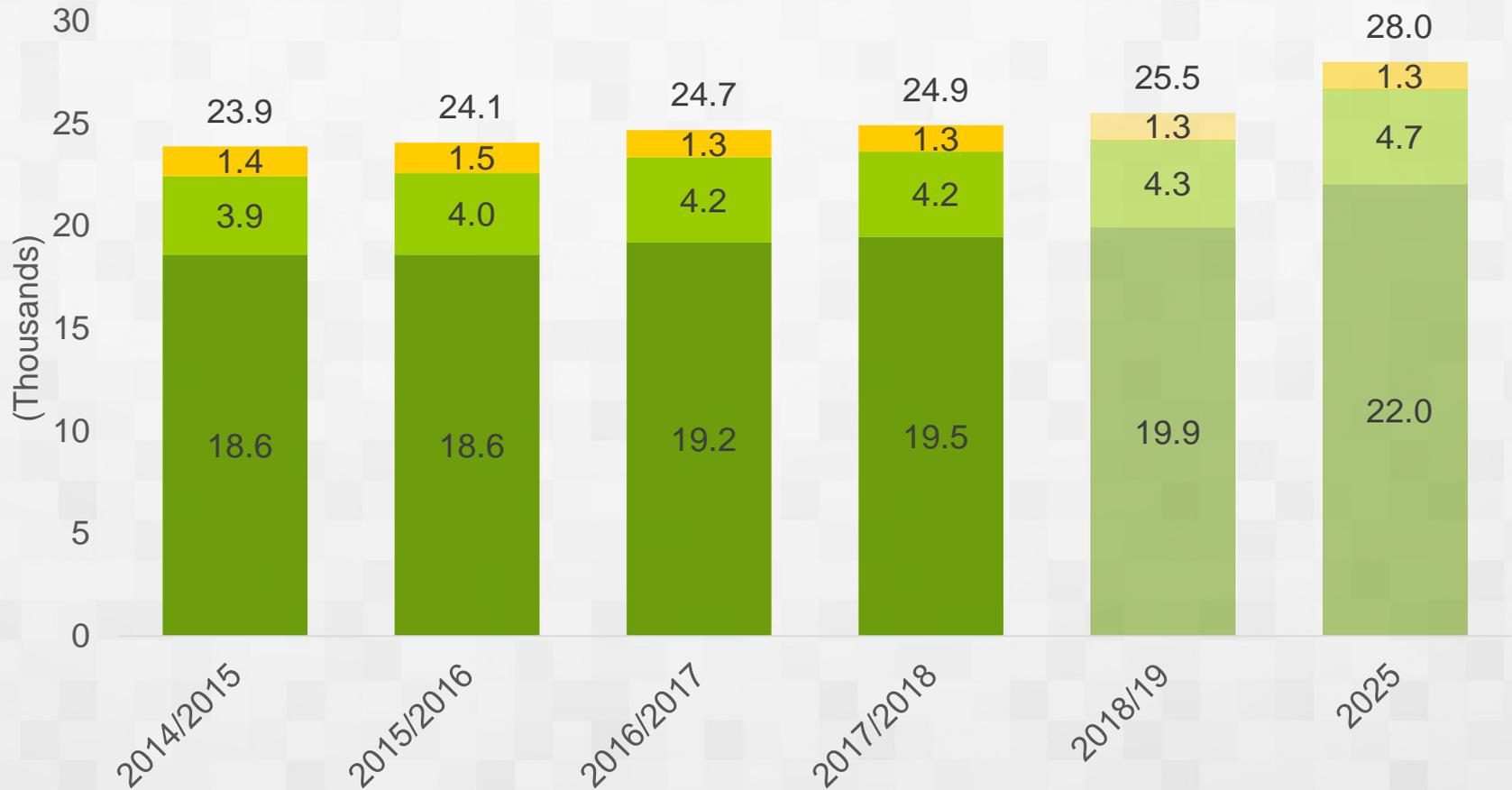
Global Recognition. Our research, graduates, academic programming, and reputation are recognized as world-class.

Key Drivers of Financial Health

- Enrolment Growth
- Student Tuition and Fees
- Research Revenue
- Provincial Grant
- Donations
- Endowment and Lands

Enrolment Growth

Student Enrolment Growth (Headcount) – Academic Year



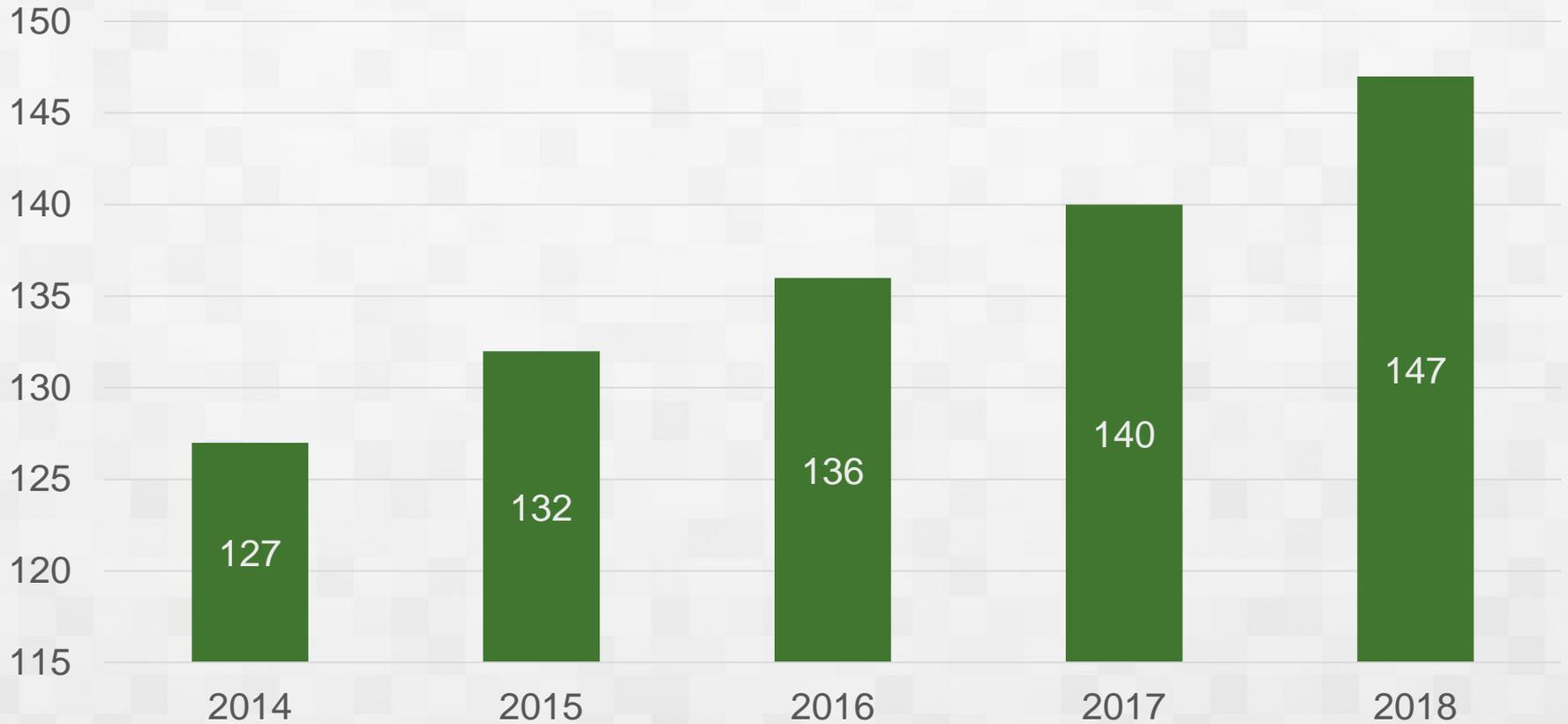
■ Undergraduate ■ Graduate Studies ■ Other

* 2018/19 forecasted to end of year

* 2025 target = 28,000

Student Tuition & Fees

Millions \$

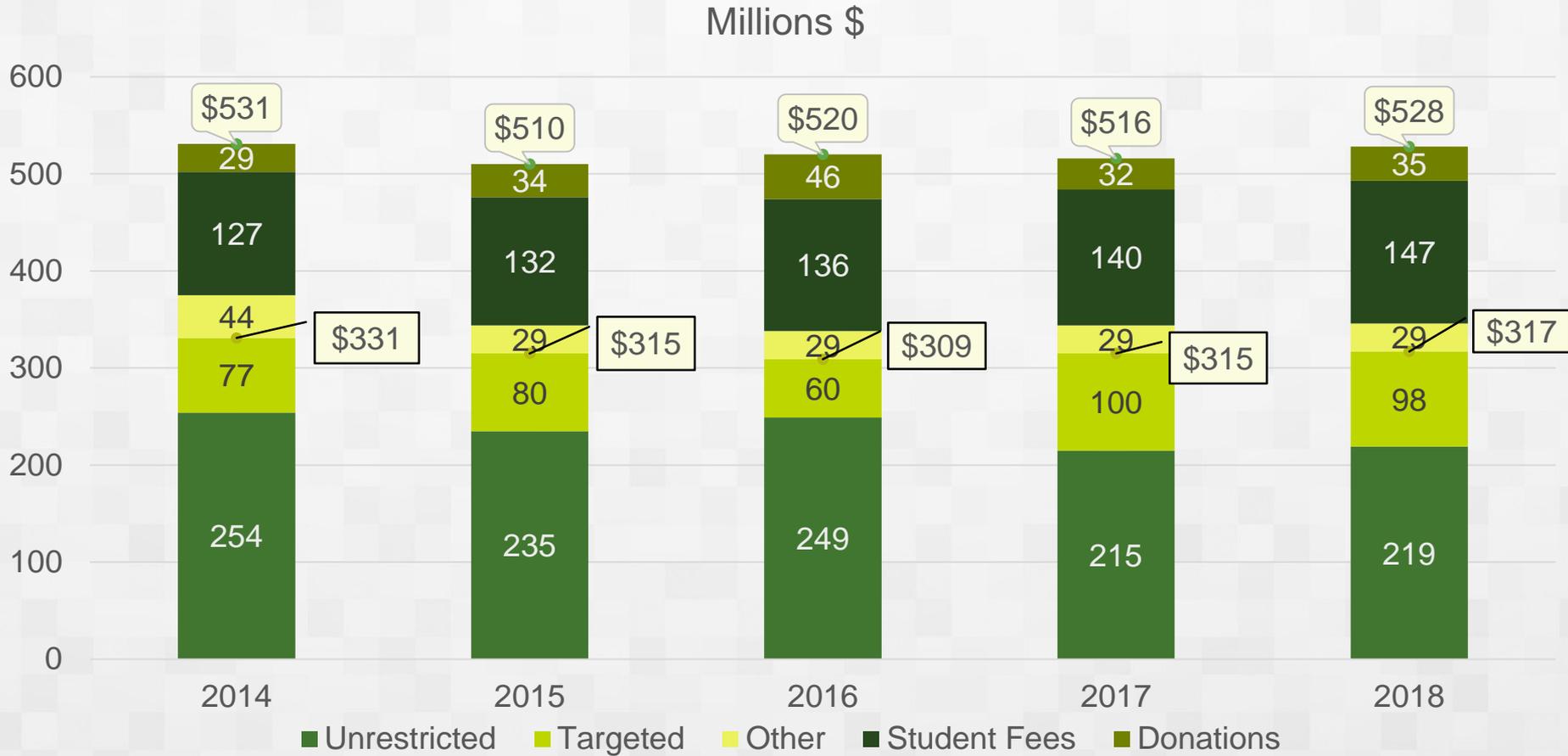


Research Revenue

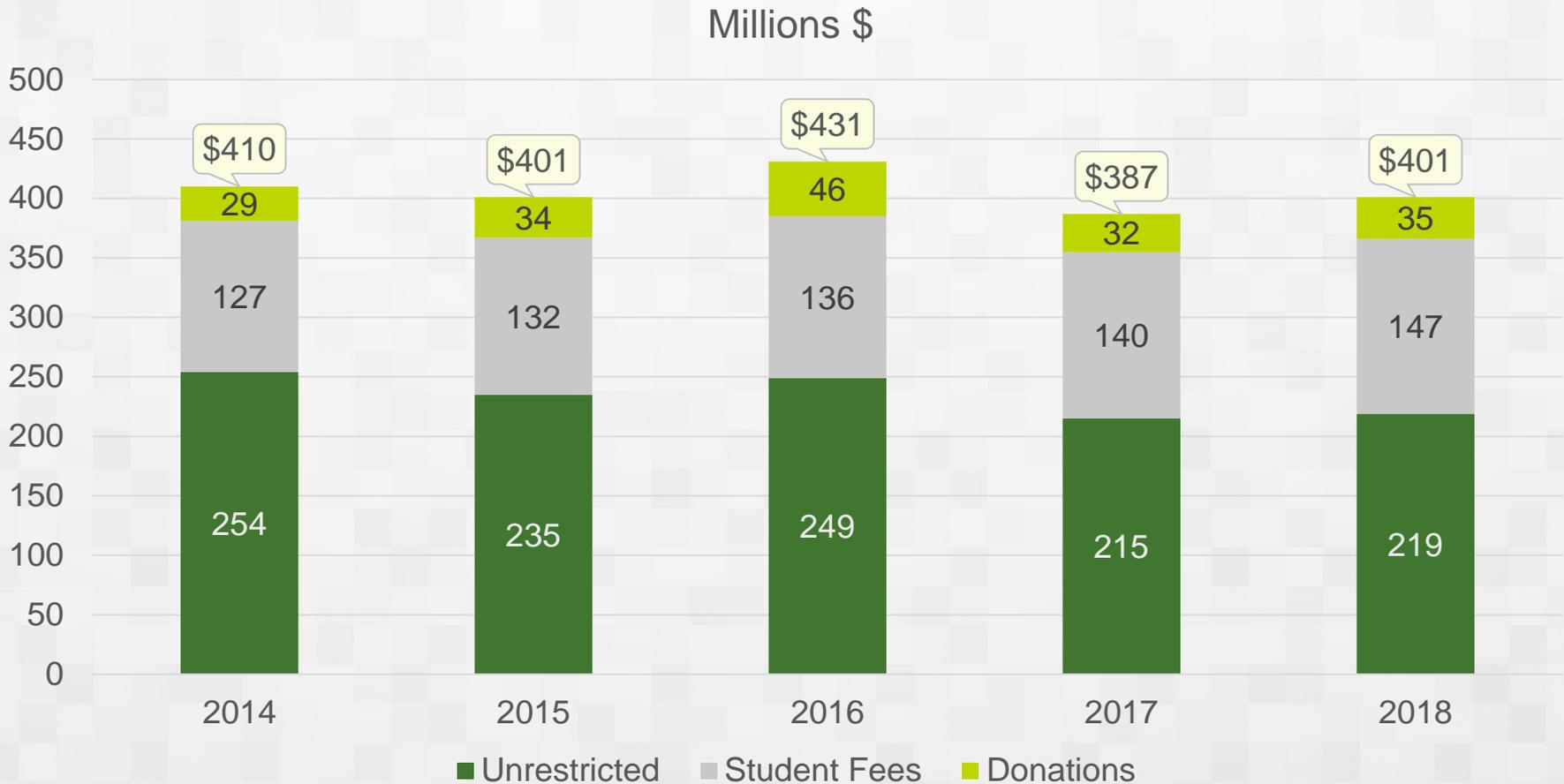


Source: University Data Warehouse

Provincial Grant, Tuition & Fees and Donations



Unrestricted Funding, Tuition & Fees, Donations



Looking to the Horizon

**Being the University
The World Needs**

1. Restructuring of the Health Sciences Council to allow stronger inter-professional academic programs as well as increasing research productivity and success across all health science disciplines and related areas.
2. Growing undergraduate and graduate enrolments with innovative programs, in particular, growth in technological areas and in the health sciences is planned; and

3. Enabling existing and new interdisciplinary based academic and scholarly areas across the university
4. Moving towards reconciliation in spirit and delivery
5. Expanding internationalization at all levels and sectors in the university
6. Continued research and scholarship expansion

7. Working with all Colleges, Schools and Support Centres for their success
8. Working with Provincial Government to realize the Operations Forecast for the UofS 2019-2020 Budget.
 - Restoration of \$15 million
 - Assuring CoM and WCVM are as strong as possible
 - Major capital needs for the UofS are met
9. Working with the Vice-President University Relations to start and move the UofS comprehensive campaign



FALL UPDATE *to* COUNCIL OFFICE *of the* VICE-PRESIDENT RESEARCH

Dr. Karen Chad | October 25, 2018

NSERC Highlights

69 NSERC Discovery Grant applications submitted in 2017

- Overall amount: \$7,524,500
 - 45 Discovery Grants
 - 2 Discovery Accelerator Supplements
 - 1 Northern Research Supplement
- Success Rate: 65% (National: 66%)
 - Early Career: 59% (Nat: 64%) (Internal Review: 60%)
 - Estab. Res. Renewing: 83% (Nat: 84%) (Internal Review: 81%)
 - Estab. Res. w/o Grant: 35% (Nat: 50%) (Internal Review: 50%)

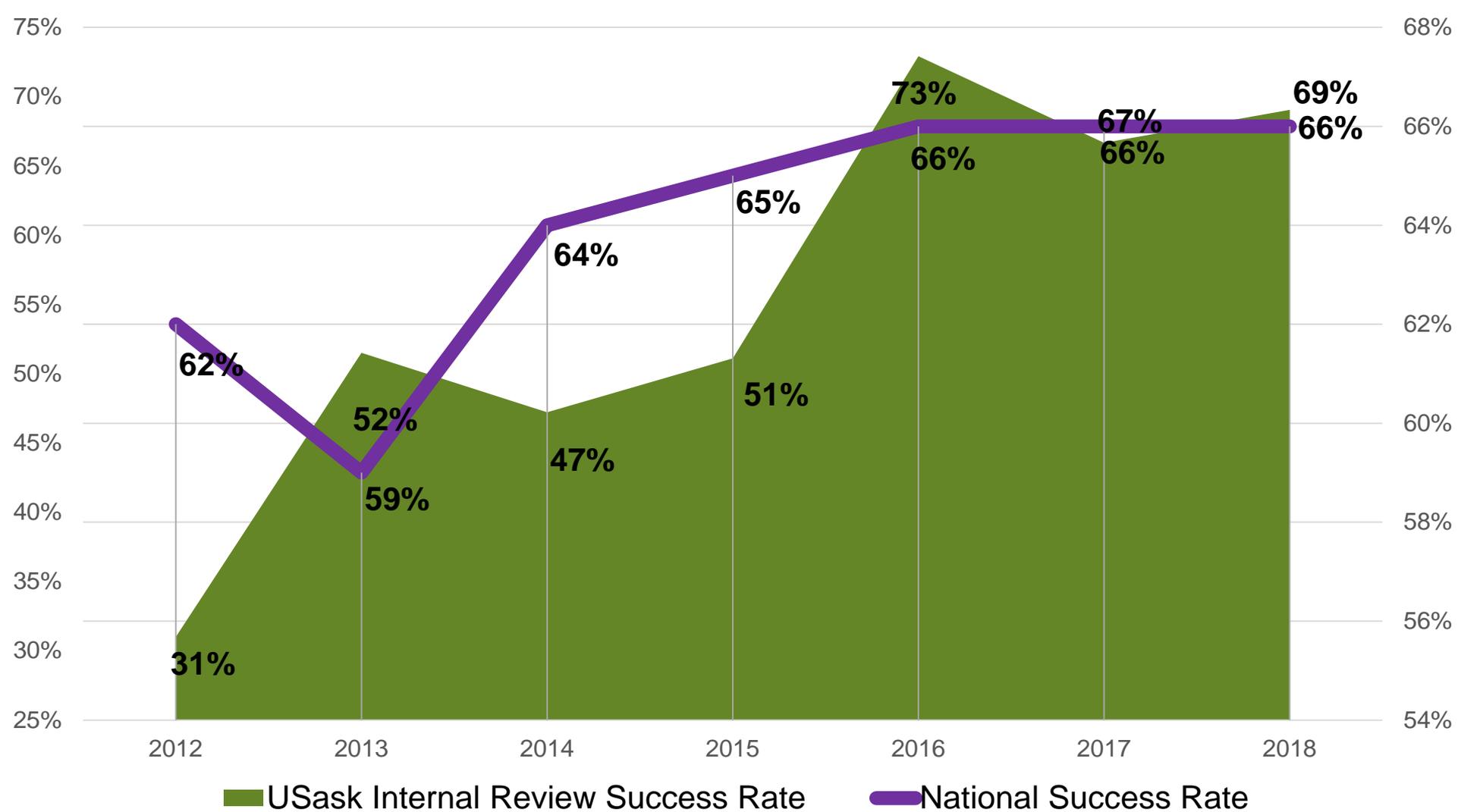
106 NOIs for NSERC DGs and 1 Subatomic Physics in
2018

NSERC Highlights

28 NSERC RTI Grant applications submitted in 2017

- Overall Amount Awarded: \$343,825
- Overall Success Rate: 11% (National: 21%)

NSERC Discovery Grant Internal Review Success Rates vs. National Success Rates (2012 – 2018)



CIHR Highlights

Spring 2018 Project Grant Competition:

- 2,633 total applications; 36 from USask (1.4% of total)
- 53% completed internal review
- Results (4 awards):
 - 2 Project Grants (both participated in internal review)
 - 1 Bridge Grant (participated in internal review)
 - 1 Priority Announcement Grant

Fall 2018 Project Grant Competition

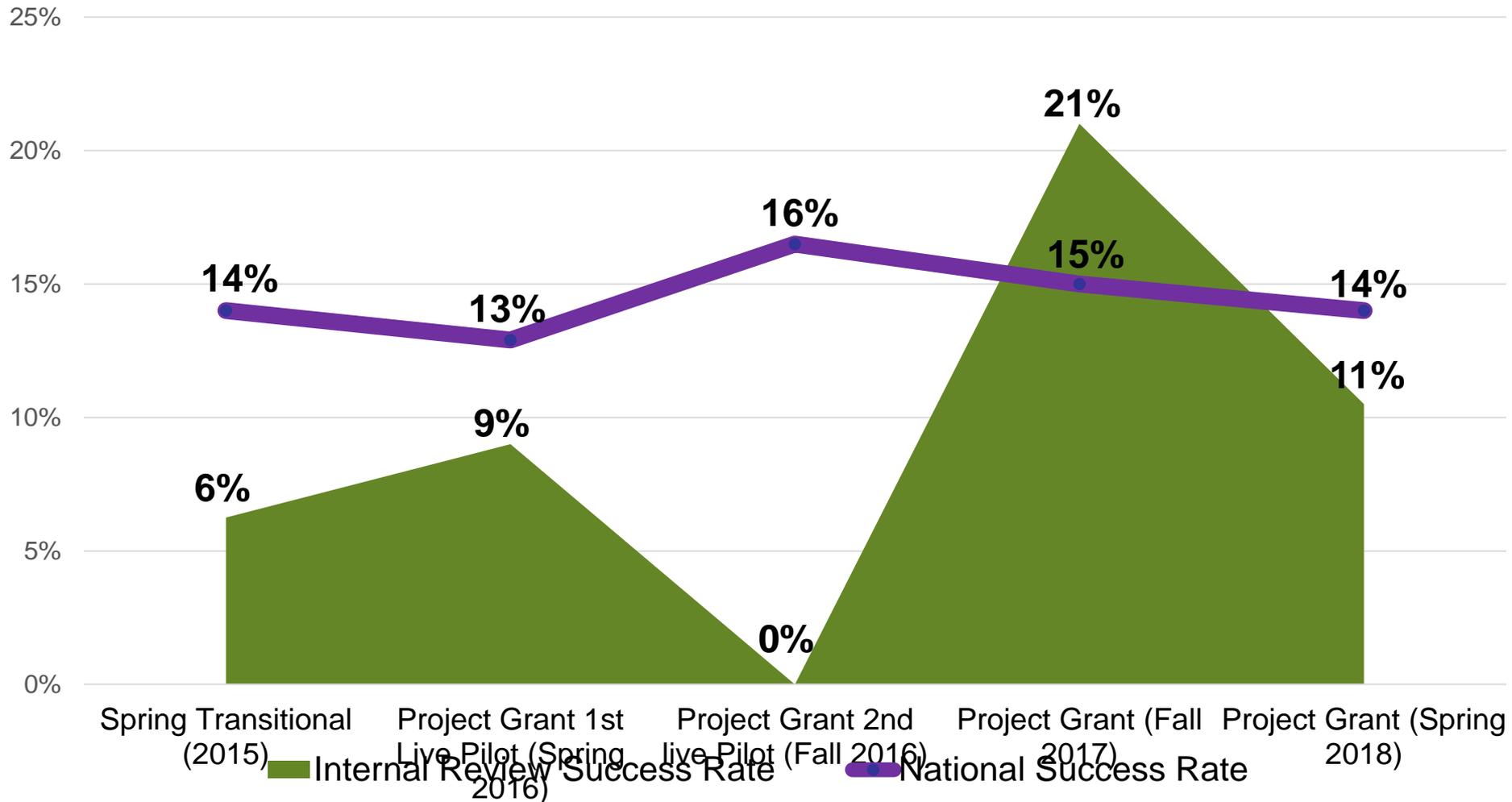
- 2,498 total applications; 41 from USask (1.6% of total)
- 73% completed internal review

CIHR Highlights

USask CIHR Bridge Funding Program

- 2 bridge funding awards of \$40k will be available for each of the spring and fall Project Grant competitions
- Spring 2018 Project Grant – 1st competition
 - 10 applications submitted
 - 1 award of \$40K
 - 3 x \$40k potentially to be awarded for next competition

CIHR Operating/Project Grant Internal Review Success Rates vs. National Success Rates (2015 – 2018)



SSHRC Highlights

Insight Development Grant 2018

- 20 applications submitted; 10 awards received
- Overall amount: \$585,675
- Success rate: 50% (Nat: 59.4%) (Internal review: 60%)

Insight Grant 2018 – Notice of decision spring 2019

- 26 applications submitted; small increase from 2017
- 18 participated in internal review, of which 16 submitted application to SSHRC

SSHRC Highlights

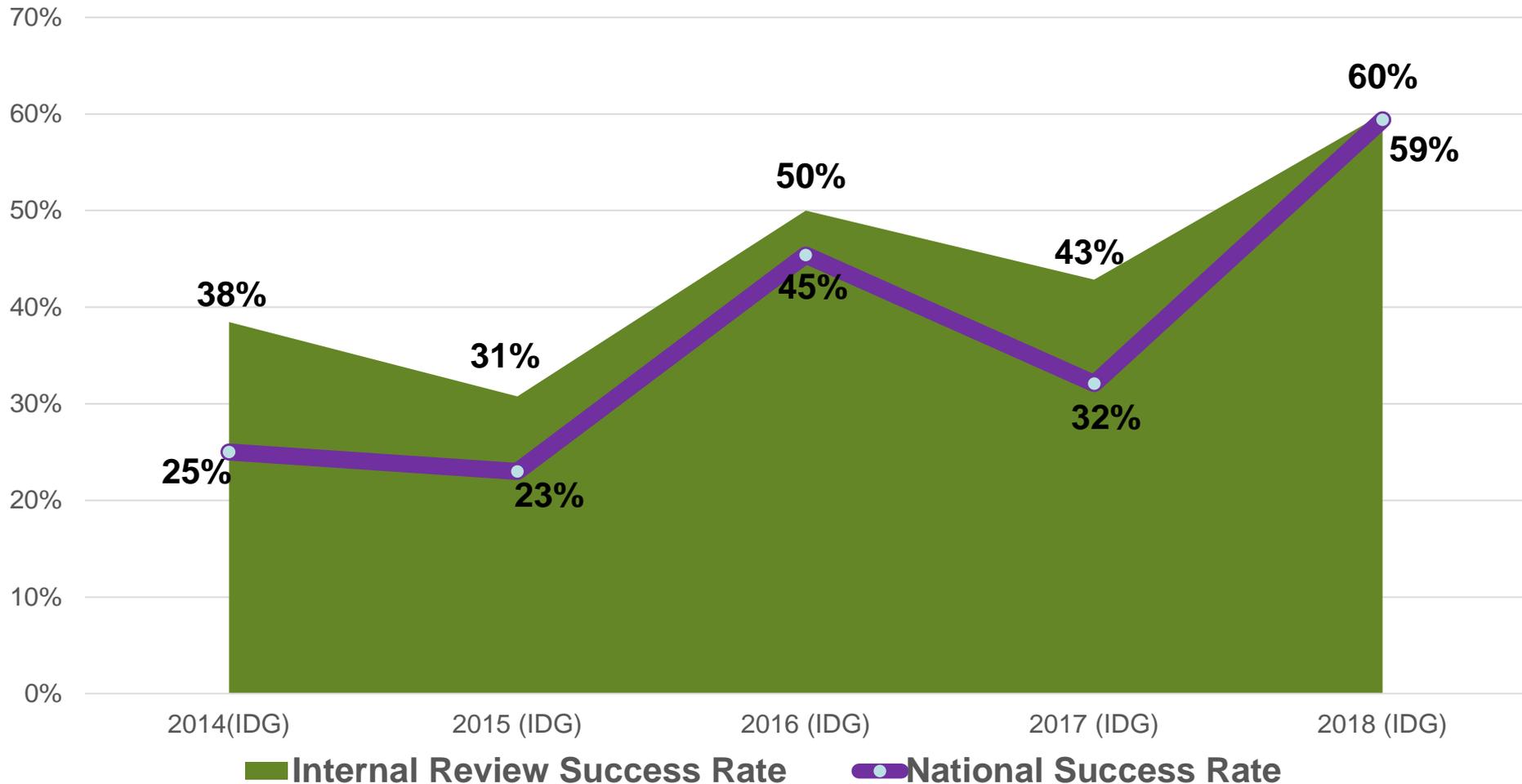
President's SSHRC

- Final competition held December 2017
- 14 applications submitted; 8 awards; 57% success rate
- Overall amount awarded: \$51,917

SSHRC Explore and Exchange

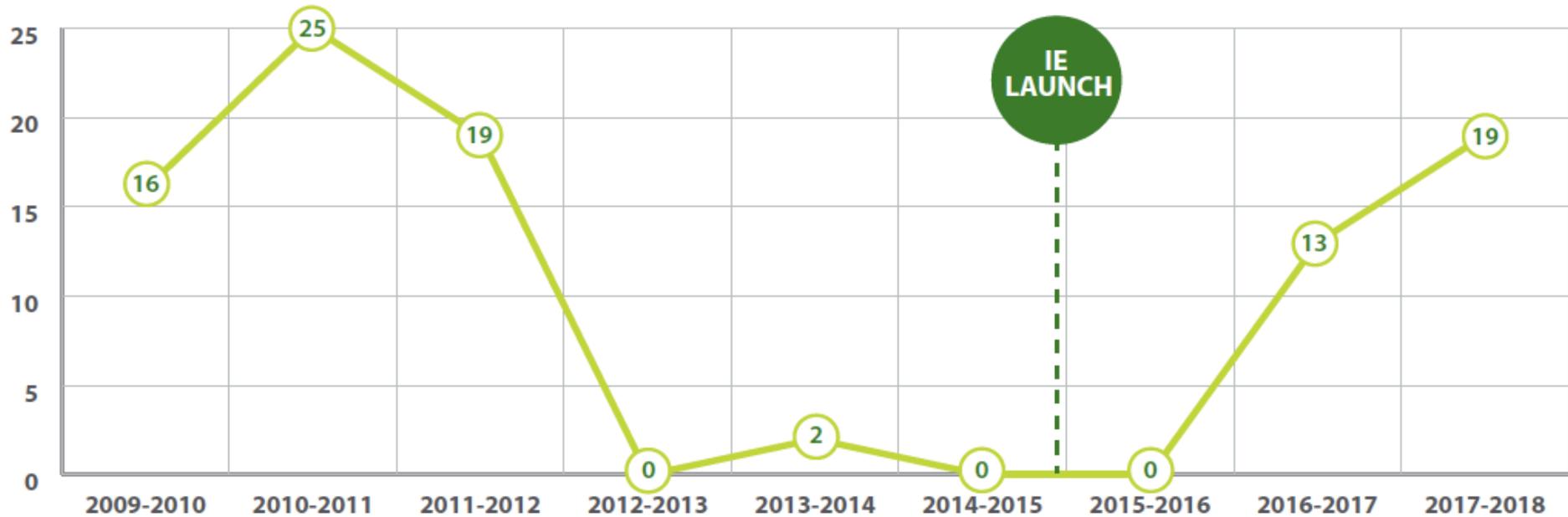
- Replaces PSSHRC to support small-scale research projects and knowledge exchange/mobilization activities
- First competition held May 2018
- 42 applications submitted; 12 awards; 29% success rate
- Overall amount awarded: \$75,554
- No competition will be held in December 2018, instead funds will be carried over to spring 2019 competition

SSHRC Insight Development Grant Internal Review Success Rates vs. National Success Rates (2014 – 2018)



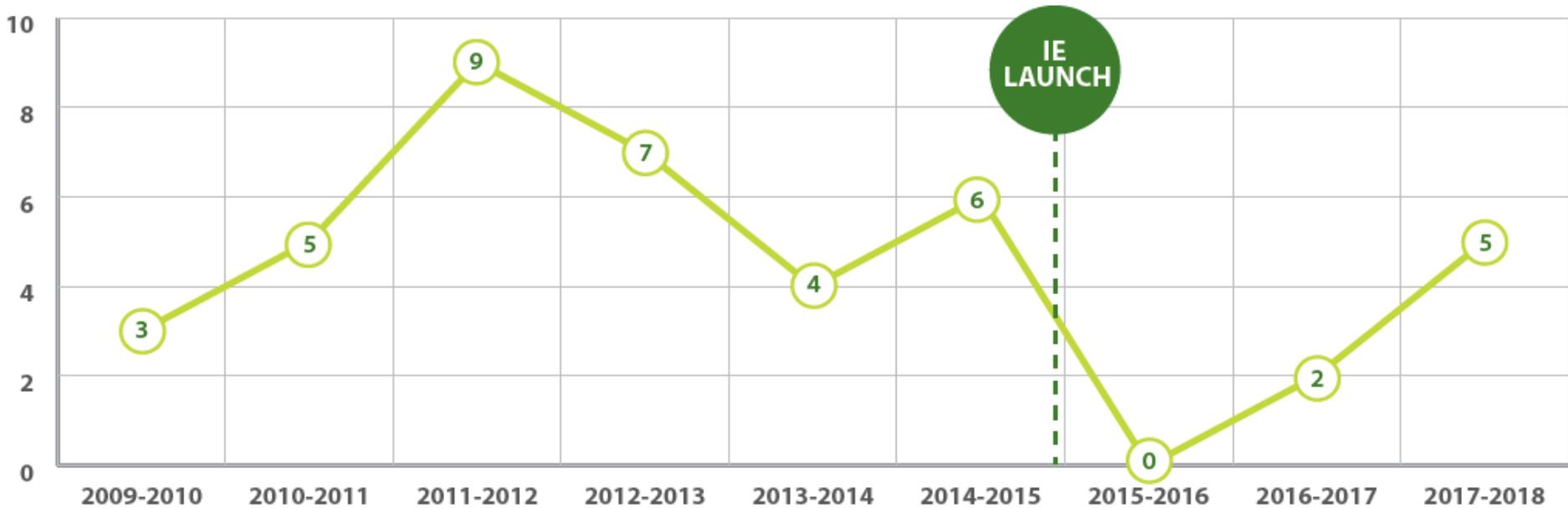
Innovation Enterprise Highlights

Innovation Commercialization Plans



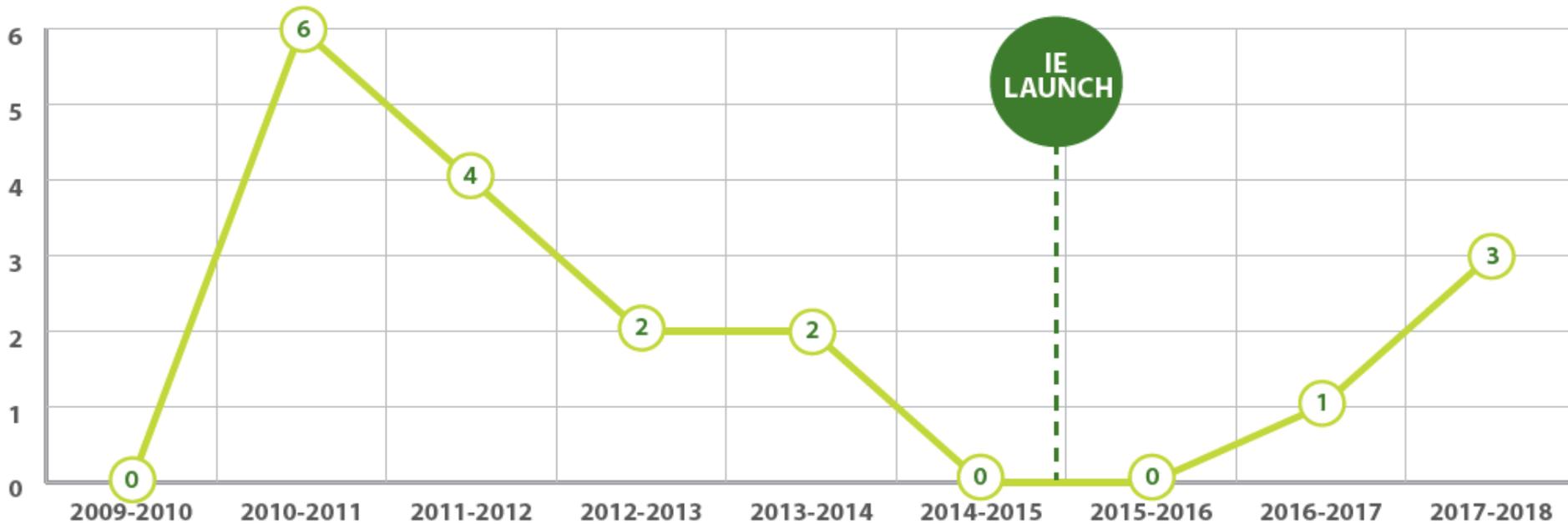
Innovation Enterprise Highlights

New License Agreements



Innovation Enterprise Highlights

New Option Agreements



A Few Other Highlights (In the Works)

- Strategic Research Plan (*coming to Council soon*)
- Signature Area Strategic Plans:
 - Indigenous Peoples
 - Energy and Mineral Resources
 - One Health
- Partnership Principles
- Cannabis Research Initiative

Learning Charter

University Council

October 25, 2018

Background

- The Learning Charter was approved by University Council in June 2010 as an integrative framework
- The Learning Charter has been used in many ways:
 - program level learning outcomes
 - college ceremonies to engage students with charter
 - stimulate discussion of responsibilities (in class)

Background

- In January of 2016, TLARC proposed the following strategy to Council as a way to advance on the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views
 - Modifying the Learning Charter (2010)
 - Scan of colleges and schools
 - Develop set of strategies and supports for colleges/schools for curriculum development

Background

At this same January meeting of Council, the following motion was passed:

University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.

Key Principles for Revision

- Move to a more inclusive, developmental and continuous view of learning
- Improve the ability of a diverse university community to see themselves reflected in the document
- Revise core concepts to support an integrated framework linking aims and values to behaviors that optimize student learning and discovery

Key Revisions

- Learning Vision became **Learning Journey**
- Core Learning Goals became **Learning Pursuits**
- Shifted to consider all as **teachers and learners**
 - Instructors became **educators**
- Institution became **University community**
- Final commitments and responsibilities reordered
- Use of **Indigenous language and concepts**

Implementation

- Develop comprehensive communication strategy
- Need for in-person presentations across the institution
- Collaboration to develop companion documents and tool kits for use across our community
- Need for integration into institutional processes and practices
- Need for support, ideas and sharing of practice on integration into college/departments processes

Question from September 20

- Readiness to advance the vision and pursuits outlined in the Charter

Arts & Science

Indigenous Learning Requirement

- **College Learning Outcome**

To cultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada

- Students will complete a 3c.u. course from the Indigenous Learning Requirement course list as a required part of their degree program

Arts & Science

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Indigenous Learning Requirement

- Indigenous Requirement courses will:
 - teach students about the context of the contemporary and historical position of Indigenous people, and in so doing also seek to unsettle core elements of settler colonialism.
- Indigenous Course (re)Design Institute offered for those faculty wishing to develop a course to meet the criteria

College of Law

Indigenous Learning Requirement

- **College Learning Outcome**

Students will develop skills in intercultural competency, conflict resolution, human rights, and anti-racism.

- Students will complete 2 courses (6c.u.), one mandatory course in first year as well as one of five identified upper year courses

Additional points of feedback

- Emailed suggestions on wording changes:
 - University Community Commitment #4 - consistency in use of university community, and
 - Educator Commitment #1 – consistency in use of educator (rather than instructor)
- In Council package the page numbers have not shown correctly, this will be corrected

Motion

That Council approve the revised Learning Charter.

University of Saskatchewan Policy Template

Tuition and Fees Authorization

Category:	Operations and General Administration
Number:	xxx
Responsibility:	Provost and Vice-President Academic
Authorization:	PCIP—October 25, 2004 Board of Governors—November 10, 2004
Approval Date:	November 10, 2004 (to be updated for 2018)
Date reformatted or revised:	TBD

Purpose:

The University of Saskatchewan Act provides the authority for the Board of Governors (“Board”) to approve all tuition and fees. Recognizing that it is not efficient for the Board to approve all tuition and fees, this policy sets out guidelines by which that authority will be delegated.

From a public policy perspective, tuition is charged in recognition that a university education bestows private benefits as well as public benefits and, therefore, it is reasonable that students pay for at least part of the costs of that education. Nonetheless, it is also recognized that there are considerable public benefits associated with a highly educated populace so it is not reasonable to expect tuition to cover the full costs of the educational mission of the university.

The purpose of this policy is to:

- Ensure that tuition and fees assessed by the University for its programs and related services are properly authorized and publicized;
- Ensure that the Board retains responsibility to set institutional direction regarding tuition and fees;
- Provide delegation of authority over specified tuition and fee approvals to identified administrative units;
- Ensure that tuition and fees charged to students are in accordance with Board approved policy;
- Ensure that students are consulted and that student needs are respected in the process of setting tuition and fees;
- Describe the types of tuition and fees.

Principles:

The Board is committed to setting tuition rates based on the following principles:

- Enabling Quality – providing high-quality academic programs and student experiences. Quality is regularly assessed through various means, e.g. accreditation standards, academic program reviews, rankings, surveys, student-instructor ratios, quality of learning infrastructure, and graduate outcomes;
- Affordability and Accessibility – ensuring that tuition is set with consideration of the overall financial cost to a student (affordability), e.g. tuition, fees, basic living expenses, books, financial aid, and potential lifetime earnings of graduates, and non-financial barriers to post-secondary education (accessibility), e.g. first generation learners, socioeconomic background, and demographic factors;
- Comparability – ensuring that the cost and quality of academic program offerings are comparable and competitive with other U15 institutions with similar programs, as well as with other regional institutions, as applicable;
- Predictability – providing an indication or forecast of tuition rates over a multi-year period to support longer-term planning and budgeting for students and the university;
- Transparency Through Consultation – engaging in meaningful and collaborative consultation with students through active participation by deans/executive directors and university administration to ensure common understanding on tuition-related matters.

Scope:

The scope of this policy is specific to tuition and fees (see Appendix A for definitions).

Policy:

The University of Saskatchewan invests in its academic mission through recruiting and retaining high-quality faculty, scholars, and researchers; enhancing student services; revitalizing academic programs and courses; improving teaching and learning methodologies; and providing financial aid to increase affordability for students. Tuition and fees are paid by students for instruction in the university's colleges and schools, and provide revenue to direct investments in quality educational experiences, and to support students realizing their fullest potential at the University of Saskatchewan.

In accordance with the *University of Saskatchewan Act* 1995 c.U-6.1, s.49 (1), it is within the authority of the Board of Governors to approve tuition and fees. Tuition and fee rates are considered annually.

Responsibilities:

The Board of Governors (the Board) is responsible for final approval of tuition and fees to be assessed for instruction in the university's colleges/schools and any other fees the Board considers advisable. The Board has final approval of all annual tuition and exceptional fee rate changes as well as overall policy but may delegate these responsibilities.

The Provost Vice-president Academic (the Provost), as delegated by the Board, and in consultation with an advisory group, is responsible for approving student and class fees and providing recommendations to the Board on tuition rates on an annual basis. The Provost is delegated by the Board to approve specific program or course tuition within the parameters set by the Board. Those parameters are contained in the *Principles* (above) and the Tuition Strategy (separate document). The Provost is delegated by the Board to approve tuition waivers and is the delegated signing authority by the Board for contract programs. **Notwithstanding this delegation, the Provost will not publicize general changes to tuition rates prior to informing the Board.**

The Fee Review Committee, as delegated by the Provost, is responsible for reviewing requests for all new student and class fees, and changes to existing fees, and providing recommendations to the Provost.

Non-Compliance:

Not applicable.

Procedures:

See Appendix B for procedures for setting and managing tuition and fees.

This tuition policy and the procedures outlined herein do not contemplate the administration and/or implementation of recommended or approved tuition and fees by the applicable administrative offices of the university. The responsibilities for the administration and implementation of tuition and fee rates are outlined in Appendix C.

Refer to Appendix D for student consultation guiding principles as recommended by the university's student representatives (i.e. the undergraduate and graduate students' unions).

Contact:

Institutional Planning and Assessment
integrated-planning@usask.ca
(306) 966-1823

Appendix A – Definitions:

According to the University of Saskatchewan Act section 49(1)(p), the Board of Governors may “fix the fees to be paid for instruction in the university’s colleges, the fees to be paid by students, the library fee, the laboratory fees, fees for examination, degrees and certificates and other fees that the board considers advisable.” Tuition and fees are considered within the following categories: tuition, contract programs, application fees, community registration fees, compulsory academic fees, differential fees, service fees, supplemental fees, and third-party fees.

Tuition and fees are assessed and collected by the University Registrar’s Office on behalf of the university. All fees must be reviewed by the Fee Review Committee. Tuition and fees cannot be directly assessed nor collected by the individual college/school, administrative unit, class, student association, etc. unless there is explicit approval by the university.

Tuition is defined as the dollar amount charged to students in exchange for instruction. Tuition should provide access to basic university-wide services associated with instruction, including:

- access to rooms and spaces for the set of courses selected: includes classroom and multimedia services;
- access to assistance and materials: includes instructor, supervisor, lab demonstrators and other teaching support, basic course handouts (syllabus, assignments, examinations, etc.);
- access to library services: includes basic library services and interlibrary loans;
- access to computing services: includes email and internet access, applications, and other basic services.

Tuition rates are established for all courses in undergraduate, graduate, and non-degree programs (e.g. certificates, diplomas). Tuition rates may also be established for work experience options for a particular undergraduate or graduate program (e.g. coops, internships). Tuition fees are levied differentially to students who are not Canadian citizens, permanent residents, or convention refugees. The differential fee is based on a multiplier or contractual rate of assessed tuition as approved by the Board. Certain exceptions may apply (e.g. *Waiver of International Tuition Differential for Native American Students from the United States of America Policy*). See differential fees definition.

- Standard Tuition – tuition rates and identified program tuitions, with set standard usage parameters, that have been approved by the Provost as delegated by the Board using either a per-credit-unit or per-term tuition rate.
- Non-Standard Tuition – a unique rate specific for one program, term or class, or a request to use a standard rate outside of its approved set of parameters. Requires approval by the Provost as delegated by the Board as an extraordinary rate.

Contract programs may be provided by colleges/schools as a public service with recognition to college/school expertise in an area, or to generate revenues capitalizing on educational opportunities. Contract programs occur when colleges/schools enter into an

agreement with a third party (e.g. regional colleges or other Canadian or international universities or colleges, among others) to provide instruction in an existing program, or to develop and deliver a new course or program for a particular group of students. Contract tuition rates, including international contracts, are established based on an agreement with the third party, the college or school contracting the program and the University of Saskatchewan. The agreements are approved by the Provost as delegated by the Board.

Fees are a dollar amount charged to students to cover expenses that would not be considered part of the normal cost of instruction.

Application Fees are levied to prospective students applying for degree-level or non-degree-level programs prior to admission. These fees may be refundable or non-refundable and are not dependent upon a student's successful entry into that program. Request for new fees or changes to existing fees are submitted to the Fee Review Committee for consideration and, where appropriate, recommendation to the Provost for approval.

Community Registration Fees relate to participation in courses or training for professional development or general interest. Such courses do not provide academic credential to a degree and non-degree program. New fees or changes to existing fees require approval by the dean/executive director. A list of community registration fees shall be provided to the Fee Review Committee upon request.

Compulsory Academic Fees relating to a student's area of study should be included in tuition with the exception of those assessed fees that would be unique to a particular course or area of academic programming, or have significant variation from year to year. Examples include, but are not limited to:

- excursion fees for study abroad programs and field trips;
- lab fees for programs or courses which have lab costs not included in regular tuition.

New fees or changes to existing fees are submitted to the Fee Review Committee for consideration and, where appropriate, recommendation to the Provost for approval.

Differential Fees are assessed for students who are not Canadian citizens, permanent residents, or convention refugees. Such students are required to pay an additional fee which is based upon a multiplier, or contractual rate, of the student's assessed tuition by class or by term as set by the Board. For certain subsidized programs differential fees may be assessed between students who meet the requirements for subsidization and those students who do not.

Service Fees are assessed for services provided (e.g. generation of transcripts, exam invigilation for deferrals) or the result of other actions (e.g. late registration fee). Service fee guidelines and applicability are the responsibility of the University Registrar's Office. New fees or changes to existing fees are submitted to the Fee Review Committee for consideration and, where appropriate, recommendation to the Provost for approval.

Supplemental Fees are assessed for extraordinary costs of a program which may not be linked to specific courses. Examples include, but are not limited to:

- material fees for learning materials and clothing (e.g. lab coats) retained by the student, and for material used in the production of items which become the property of the student and that are expected to have enduring benefits to the student;
- professional fees in programs where students must join a professional association;
- clinical fees where students are expected to contribute to the cost of clinical instruction;
- or costs associated with experiential learning opportunities.

New fees or changes to existing fees are submitted to the Fee Review Committee for consideration and, where appropriate, recommendation to the Provost for approval.

Third-Party Fees are assessed and collected by the University of Saskatchewan on behalf of a third party (e.g. USSU and GSA health and dental fees). An agreement must be in place for each fee collected for a third party, and the agreement should include a provision for the administrative cost of assessing and collecting the fee, an allowance for uncollectible fees, a payment schedule outlining dates and payment amounts to third parties, a clear outline of third-party fee assessment practices, including but not limited to, application of the fee and refunds, and cancellation provisions. Third-party agreements and requests for new or changes to existing fees are submitted to the Fee Review Committee for consideration and, where appropriate, recommendation to the Provost for approval.

Points of clarification

Instructional levies to students that are not defined by the fee categories and types as mentioned in this policy will automatically be defined as tuition unless there is approval from the Provost or the Board for an alternative designation.

Tuition and fees levied by the University of Saskatchewan are subject to Canada Revenue Agency rules and guidelines whereby the appropriate tax treatment will be applied for compliance.

Appendix B – Procedures for Setting and Managing Tuition and Fees:

Tuition and fees must be approved and publicized as follows:

- 1) Tuition and differential fees must receive approval by the Board, or the Provost as delegated, prior to publication on the University of Saskatchewan website. The procedures for tuition approval stemming from academic programming changes will be determined through a coordinated effort between Institutional Planning & Assessment and the University Registrar's Office to uphold effective tuition governance. This coordination will ensure the alignment of strategic decisions arising from planning and resource allocation activities with operational processes required for effective and efficient tuition administration.
- 2) Contract tuition rates must be recommended by the dean/executive director of the college/school offering the program and be approved by the Provost as delegated by the Board.
- 3) Community-level programming registration fees for participation must be approved by the appropriate dean/executive director.
- 4) Application fees for entry to a degree-level or non-degree level program must be recommended by the Registrar and, for graduate programs, the Dean of the College of Graduate and Postdoctoral Studies in consultation with Fee Review Committee and approved by the Provost. The Fee Review Committee will provide a summary of application fees to the Board on an annual basis.
- 5) Compulsory academic fees (e.g. excursion fees) must be recommended by the appropriate dean/executive director in consultation with the Fee Review Committee and approved by the Provost. All compulsory fees must be easily accessible on the University of Saskatchewan website. The Fee Review Committee will provide a summary of compulsory academic fees to the Board on an annual basis.
- 6) Service fees must be recommended by the Registrar in consultation with the Fee Review Committee and approved by the Provost. All service fees must be easily accessible on the University of Saskatchewan website. The Fee Review Committee will provide a summary of service fees to the Board on an annual basis.
- 7) Supplemental fees must be recommended by the appropriate dean/executive director or head of administrative unit in consultation with the Fee Review Committee and approved by the Provost. All supplemental fees must be easily accessible on the University of Saskatchewan website. The Fee Review Committee will provide a summary of supplemental fees to the Board on an annual basis.
- 8) Requests for third-party fees must be submitted to the Fee Review Committee who will recommend, where appropriate, approval by the Provost in accordance with established agreements. All fee changes and any new fees must be provided to the Board for information. The method of assessment and collection will be determined by Registrarial Services. All third-party fees must be easily accessible on the University of Saskatchewan website.
- 9) Tuition or fee waivers, usually for specific recruitment programs or partnerships with other institutions (e.g. governments or universities) are considered by Registrarial Services and IPA. If appropriate, the waiver is recommended for approval by the Provost.

Other Tuition and Fee Requirements:

- 1) Advanced notice will be provided to Registrarial Services of upcoming tuition changes to ensure timely updates in the student information system.
- 2) Tuition, class contract tuition, application fees, community registration fees, compulsory academic fees (e.g. excursion fees), differential fees, service fees, supplemental fees, and third-party fees will be assessed by Registrarial Services and collected by Student Finance and Awards through due diligent practices.
- 3) General contract tuition is collected directly by the college/school and recorded in the financial system through due diligent practices.
- 4) Institutional practices relating to tuition and fee payment deadlines, tuition deposits, and fee refund calculations must be approved by the Provost with the requirements easily accessible on the University of Saskatchewan website.
- 5) Institutional practices and guidelines relating to late payment assessment, collection of accounts receivable, and withdrawal of service in the event of non-payment of tuition and fees will be set by the University Registrar's Office with the requirements easily accessible on the University of Saskatchewan website.
- 6) Periodic review of existing fees are to be undertaken by the Fee Review Committee as required.
- 7) Once signed and approved, third-party and contract program agreements are to be submitted to the University Registrar's Office for archival and record-keeping purposes.
- 8) Issuance of the T2202A form to students for tax purposes is administered by Registrarial Services.
- 9) Tuition and fee reimbursement guidelines will be set by the University Registrar's Office in the event of a system or administrative error.

Tuition and Fee Waivers:

There are exceptional circumstances where tuition or fees may be waived. An assessment of tuition and fees is required in these circumstances regardless of whether or not it is collected from the student.

There are two types of waivers: *true waivers*, where tuition and/or fees are removed, and *bursary waivers*, where a tuition and/or fee assessment are paid for by another party or alternate funding source.

New tuition waivers are approved by the Provost. New true fee waivers require the recommendation by the Fee Review Committee for approval by the Provost. Student Finance and Awards, in coordination with Institutional Planning & Assessment, is responsible for bursary waivers guidelines.

Non-exhaustive Examples of Possible Waivers			
Name of Waiver	Waiver Type	Guidelines set by	Policy/Agreement
Program of Study ¹	True	Academic Unit and College of Graduate and Postdoctoral Studies	Graduate and Postdoctoral Studies Policy
Jay Treaty	True	University Registrar's Office	Waiver of International Tuition Differential for Native American Students from the United States of America Policy
University Employees	Bursary	Human Resources	Various collective agreements
WUSC Refugees	Bursary	University Registrar's Office	U of S – WUSC MOU
Seniors Tuition	Bursary	University Registrar's Office	Waiver of Tuition Fees for Senior Citizens Policy

Unlike waivers, tuition and fee refunds may be provided to students who no longer continue with study in a course or program in accordance with the university's refund policy. Students who successfully defend their thesis prior to the end of a term may be eligible for a refund through the *Thesis Tuition Reduction Policy*.

¹ Per Graduate and Postdoctoral Studies Policy (section 8.3.4), current graduate students who have received permission to enroll in senior undergraduate courses *as part of an approved Program of Study* by the academic unit and College of Graduate and Postdoctoral Studies are not assessed that undergraduate tuition.

Appendix C – Responsibilities

The Board of Governors (the Board) is responsible for final approval of tuition and fees to be assessed for instruction in the university's colleges/schools and any other fees the Board considers advisable. The Board has final approval of all annual tuition and exceptional fee rate changes as well as overall policy but may delegate these responsibilities.

The Provost Vice-president Academic (the Provost), as delegated by the Board, and in consultation with an advisory group, is responsible for approving student and class fees and providing recommendations to the Board on tuition rates on an annual basis. The Provost is delegated by the Board to approve specific program or course tuition within the parameters set by the Board. Those parameters are contained in the *Principles* (above) and the Tuition Strategy (separate document). The Provost is delegated by the Board to approve tuition waivers. **Notwithstanding this delegation, the Provost will not publicize general changes to tuition rates prior to informing the Board.**

Colleges and Schools – Deans and Executive Directors of the university's colleges and schools are responsible for providing final recommendations on tuition and fee proposals on behalf of their colleges or schools for consideration and approval to the Fee Review Committee, the Provost, and the Board of Governors, as applicable. Graduate tuition rates are recommended by the deans and executive directors in consultation with the Dean of the College of Graduate and Postdoctoral Studies. Deans and Executive Directors are responsible for consultation with students regarding tuition-related matters.

Institutional Planning and Assessment is responsible for supporting tuition rate setting, including providing guidance and analysis for setting tuition and fee rates, and to support decisions at the university through liaison with students, deans/executive directors, the Fee Review Committee, the Provost, University Council committees (e.g. PPC and APC), and the Board of Governors in coordination with other administrative units as required.

The University Registrar's Office is responsible for assessment and collection of all tuition and fees on campus and for ensuring the integrity and accuracy of student records in compliance with federal and provincial legislation and regulations.

Registrarial Services, as part of the University Registrar's Office, is responsible for proper assessment and application, including authorizing the method of assessment of tuition, fees and T2202A reporting, and creating operational guidelines to ensure the integrity and accuracy of student records according to Board-approved rates.

Student Finance and Awards, as part of the University Registrar's Office, is responsible for the collection of approved tuition and fees, as well as bursary tuition or fee waiver guidelines.

Students and Student Associations are key stakeholders in the engagement of tuition-related discussions with their dean/executive director and university administration on an annual basis.

DRAFT

Appendix D – Student Consultation Guiding Principles²:

- Timing and Accessibility – format and timeline of the consultation will be decided in collaboration with students and done with
 - Mindfulness of student schedules (midterms, finals, practicums, etc.);
 - Students’ familiarity with university structures and finances;
 - Consideration of physical accessibility of the location;
 - Public consultations on tuition rates early in the process to ensure the results of the consultation are fully considered by the dean or executive director.

- Transparency –
 - Consultation offers a holistic picture of the impact that different outcomes have on student services and program offerings;
 - Communications with students be ongoing throughout the year;
 - Allowing opportunity to have follow-up discussion;
 - Written reports on tuition consultation with students be available and accessible.

- Inclusiveness and Participation –
 - All types of students be invited to participate in the consultations, including domestic, international, Indigenous, etc.
 - Students have a reasonable opportunity to bring forward their questions and concerns;
 - Students understand the principles by which tuition is set;
 - Students have an indication of tuition for the following year;
 - Students have an indication of how their tuition dollars are invested;
 - Deans and executive directors are able to use consultation as a tool to build a positive relationship with students;
 - Deans and executive directors and students are fostering receptiveness and collegiality.

² Appendix D has been developed in consultation with USSU and GSA 2017—2018.

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL November 2018 **Great War Committee**

This year marks the 100th anniversary of the end of World War I which also marks the end of work for the University of Saskatchewan's Great War Committee. The Committee, in operation since 2014, has been responsible for many initiatives over the last four years including:

- The development of a comprehensive website housing images, stories, and research;
- Ensuring those originally omitted on the Memorial Gates and the ribbons in the Peter MacKinnon Building were properly remembered;
- A series of lectures, roundtables, and presentations on key Great War topics

Most recently, the Committee marked 100 years since the end of the war with the dedication of a new memorial bench located between the two original campus residences, south of the Bowl and north of the Memorial Union Building, on Thursday, Nov. 8.

The Great War Commemoration Committee felt a permanent memorial recognizing the 100th anniversary of the end of the First World War was important. The bench was crafted by local artisan Ryan Watson of Rocco Masons, with the committee raising \$20,000 to fund the project. Of the 345 members of the campus community who served in the First World War, 69 were killed and more than 100 were wounded, with 33 individuals awarded medals of valour.

I want to thank those members serving on the Committee for their work and dedication in ensuring the sacrifices made by members of the USask community are recognized and remembered.

Members of the Great War Committee

- Tyla Betke
- Keith Carlson
- Louis Christ
- Patrick Hayes
- Russell Isinger
- Cathy King
- Vera Pezer
- Murray Scarfe
- Sheena Tait-Rowan
- Bill Waiser

Humans Wanted: Thriving in an Age of Disruption

This past month, the University had the opportunity to partner with the Greater Saskatoon Chamber of Commerce to bring in members of RBC to discuss their recent report *Humans Wanted: How Canadian Youth Can Thrive in the Age of Disruption*.

The report focuses on the fact that, in the coming decade, half of all jobs will be disrupted by technology and automation. Some will change dramatically. Others will disappear completely,

replaced by jobs that are yet to be invented. Their report addresses the question “*How will we prepare Canadian youth for the workplace of the future?*”

Key findings in their report:

- More than a quarter of Canadian jobs will be heavily disrupted by automation in the next decade, and half will require a new mix of skills even if the job title stays the same
- An assessment of 20,000 skills rankings across 300 occupations and 2.4 million expected job openings shows an increasing demand for foundational skills such as critical thinking, co-ordination, social perceptiveness, active listening and complex problem solving.
- Canada’s education system, training programs and labour market initiatives are inadequately designed to help Canadian youth navigate this new skills economy
- Digital fluency will be essential to all new jobs. This does not mean we need a nation of coders, but a nation that is digitally literate.

In addition to sponsoring the Chamber luncheon, we were able to bring the report writers onto campus to speak to a standing-room-only crowd.

For those that haven’t had the opportunity, I would strongly encourage all members of the UofS community interested in teaching and learning to familiarize themselves with the findings in the report as those findings will have implications for education systems throughout Canada and beyond.

A copy of the report can be found here:

<https://discover.rbcroyalbank.com/humans-wanted-canadian-youth-can-thrive-age-disruption/>

Merlis Belsher Place – Boundless Collaboration in Action

This past month saw the University officially open Merlis Belsher Place, our new multi-sport facility. The building is more than just a new home for our Huskie athletes, though; it is an example of the University’s strong connections within the community.

The support to build the facility is a testament to the connections that the University has been able to build with its graduates and community partners. Although the facility would not have been possible without the generosity of Merlis Belsher himself, hundreds of donors came forward to help us reach the \$51 Million goal – include the City of Saskatoon itself.

The facility will be used by many local community sports teams including the Saskatoon Minor Hockey Association, providing an additional 1,500 hours of ice time each year for the more than 5,000 boys and girls making up the 310 minor hockey teams in the city.

We anticipate that Merlis Belsher Place will become one of the most common ways in which people from the community in Saskatoon and beyond will engage with the campus. The addition of this space brings with it the opportunity to host activities outside of athletics, including concerts, trade shows and the return of U of S convocation ceremonies to the main campus in June, 2019.

The facility will also contribute directly to our academic mission by housing the Ron and Jane Graham Sport Science and Health Centre. The new Centre will offer a full spectrum of support services to enhance performance, conditioning and recovery for elite athletes, from Huskie Athletics to provincial and national team players in the community. The facility will also be a hub for leading-edge research in injury prevention and performance, as well as conditioning and nutrition, featuring the latest equipment and technology for testing and treatment.

In short, this facility is a testament to what we can accomplish when we work beyond boundaries to: collaborate on enhancing the student experience, connect with our communities, and harness opportunities to apply our research, scholarly, and artistic efforts.

**AGENDA ITEM NO: 6.0** **Provost's Report to Council**

November 2018

GENERAL REMARKS

As mentioned below in the Institutional Planning and Assessment's report below, the provost's office along with the vice-president finance and resources' office, and other senior leaders are engaged in planning for resource allocations decisions communicated in December 2018 and finalized by the Board of Governors in March 2019. Most important in this process is the planning towards our University Plan 2025 that continues to occur at all levels of the university. I am most proud of this broad effort by all colleges, schools and other senior leaders to align to the University Plan at this time.

At a recent *The National Vice-Presidents Academic Council (NATVAC)* meeting on October 30, 2018 that I attended in Montreal, a very strong message that I heard from other university leaders was the importance of planning during turbulent financial times that provides our path to the future. Moreover, universities need to look at learning becoming a "life-long activity" to assure the success of our present-day students and the future ongoing success of our alumni over time. Our ability to make students have both "depth and breadth while adding interdisciplinarity to enhance their knowledge" will allow students to be best prepared to create new knowledge and indeed to solve the world's problems that require this approach. I see much of our university moving in this direction. It remains a key goal for us to move more strongly in this direction.

Finally, along with many of my duties, I will be spending significant time for the next months on the review and search committees for senior leaders that report to the provost; i.e., deans, vice-provosts and associate vice-provosts.

INSTITUTIONAL PLANNING AND ASSESSMENT*Resource Allocation and Planning Processes*

IPA's focus this year is to align planning, resource allocation and budgeting for 2019-20. Accordingly, colleges and schools worked diligently to submit their strategic and multi-year financial plans in mid-October. In conjunction with this work, the TABBS model was completed and resource allocation processes confirmed. Through a collaborative effort between Institutional Planning and Assessment, the Controller's Office, and the Office of Financial Strategy, the submissions were analyzed and prepared for the resource allocation conversations and decisions occurring in November/December. Allocations will be communicated to colleges and schools this December and will be reflected in the detailed budget submitted to the Board of Governors in March 2019.

Update on University Rankings

Each year the University pays particular attention to Maclean's and Research Infosource's national rankings, and the Times Higher Education (THE), Quacquarelli Symonds (QS) and the Academic Ranking of World Universities (ARWU) international rankings. This year's results have been released and the University of Saskatchewan

moved up in Maclean's (tie for 14 out of 15), remained constant in ARWU (301-400 out of 1,500) and THE (401-500 out of 1,250), and moved down slightly in QS (461 out of 1,000) and Research Infosource (14 out of 50). Annual rankings allow the university to compare its performance in various areas with peer institutions across Canada and the world. Rankings have an impact on our ability to recruit students and faculty, develop partnerships with other universities, and to attract investments from donors. Further updates will be reported to Council as work unfolds in this area. More information on university rankings can be found on Institutional Planning and Assessment's website:

<https://www.usask.ca/ipa/Assessment-and-Analytics/university-rankings.php>

COLLEGE AND SCHOOL UPDATES

Arts and Science

On October 4, Faculty Council endorsed the Arts and Science college plan titled "Think Big – Be Bold: Arts and Science 2025." In November, the college will launch their plan and create a new planning advisory committee.

Education

The College of Education proudly announced construction of the Grit & Scott McCreath Active Learning Classroom at a donor appreciation event on October 29. Extensive changes to room 1037 in the Education Building will create an adaptable learning environment that allows users to engage in innovative teaching and learning strategies. The renovations to the classroom would not have been possible without the generous donation from Grit and Scott McCreath. The classroom will be open in January 2019.

The College of Education congratulates Indian Education Teacher Program (ITEP) student Rollin Baldhead on his election as president of the University of Saskatchewan Students' Union (USSU). Baldhead, from One Arrow First Nation, is the first College of Education student to hold the USSU presidency since Mel McCorriston in 1974.

Edwards School of Business

This fall the Edwards School of Business wrapped up their Centennial events with an All Years Reunion. A day-long series highlighted the theme of citizenship and incorporated prominent alumni and industry leaders. A feature of the symposium was a lunch and learn on Truth and Reconciliation (TRC) Calls to Action #92 and its importance to business. Call to Action #92 asks the corporate sector and their leadership to adopt the United Nations Declaration on the Rights of Indigenous People.

Edwards School of Business also launched a new online Research Portal highlighting faculty research excellence. This interactive website highlights their research impact through research stories, big questions, and invites opportunities to collaborate on research initiatives. Their researchers are engaged in exciting topics that are of critical importance and alignment with the University of Saskatchewan's signature areas and research mandate. To learn more about research at Edwards School of Business, please visit the Edwards website.

Pharmacy and Nutrition

Sundial Growers Inc. (Sundial) and the University's colleges of Pharmacy and Nutrition and Medicine have signed a three-year memorandum of understanding (MOU) to undertake collaborative research exploring opportunities for clinical testing and other research activities that support the advancement of cannabis-related health solutions.



The College of Pharmacy and Nutrition is also pleased to announce six inductees into the Alumni Hall of Fame 2018. This new initiative recognizes alumni who have made significant and sustained contributions to their profession.

SEARCHES AND REVIEWS

Search, Dean, College of Pharmacy & Nutrition

The search committee for the Dean, College of Pharmacy & Nutrition will hold its first meeting in late November.

Search, Vice-Provost and Dean, College of Graduate and Postdoctoral Studies

The first committee meeting for the Vice-Provost and Dean, College of Graduate and Postdoctoral Studies is currently being scheduled.

Search, Dean College of Agriculture and Bioresources

We are in the process of constituting the search committee for the Dean, College of Agriculture and Bioresources.

Search, Vice-Provost, Faculty Relations

The search committee for the Vice-Provost, Faculty Relations will hold its first meeting in late November.

Search, Associate Provost, Institutional Planning and Assessment

The search committee for the Associate Provost, Institutional Planning and Assessment will hold its first meeting in late November.

Review, Dean College of Medicine

The review committee for the Dean, College of Medicine met again in mid-October. A request for feedback submissions was sent out with submissions due in mid-November.

Review, Dean College of Education

The review committee for the Dean, College of Education met again in early November. A request for feedback submissions has been sent out with submissions due in early December.



University of Saskatchewan Graduate Students' Association

University Council Report – November 2018

As the year progresses, we continue working to find new ways in which we can engage our graduate students so as to prepare them for a successful academic career and future.

In this report, we will highlight some of the progress we have made during the year.

(1) Student-Supervisor Agreement

We have been successful in outlining and promoting the use and effectiveness of the Student Supervisor Agreement across many of the Colleges and Schools, including the College of Arts and Science, the Western College of Veterinary Medicine, the College of Engineering, the College of Pharmacy and Nutrition, the College of Medicine and the School of Environment and Sustainability. Students and faculty from across campus have been supportive of this initiative and of using the agreement as a tool for a successful student-supervisor relationship. Based on the feedback that we have received, we are working towards creating a proposal for the implementation of this agreement. This will be created in collaboration with CGPS, faculty and students. Ultimately, this tool is for the benefit of students and supervisors alike and its use is intended to ameliorate the student-supervisor relationship at the University of Saskatchewan.

(2) Wellness

Graduate students are often faced with stress, due to the ever demanding nature of graduate studies, which affects their mental and emotional well-being. Part of the GSA's mandate is to find activities that would support graduate students mental and emotional well-being. We offer unique activities that range from meditation to laughter therapy, to ensure that we can cater to the needs of our diverse members. We also encourage our students to participate in initiatives offered by the Wellness Centre and to engage in discussions that discuss what other supports are needed on campus. The GSA values our close relationship with the Director of Student Affairs

and Services, the Manager of Student Affairs, Outreach and the Manager of Student Health Services and the team members of the Student Wellness Centre and Student Affairs and Outreach.

We will continue in our efforts to find other ways to prepare our graduate students to becoming competitive and desirable candidates and the future leaders of tomorrow. We hope to work closely with Colleges and Schools to determine how this would look like, what supports we can provide and how we can engage our graduate students.

Naheda Sahtout

President, Graduate Students' Association

UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships
REQUEST FOR DECISION

PRESENTED BY: Laura Zink
Director, Strategic Research Initiatives

DATE OF MEETING: November 22nd, 2018

SUBJECT:

DECISION REQUESTED: **Western Grains Research Foundation Integrated
Agronomy Research Chair**

It is recommended 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.

PURPOSE:

The purpose of the WGRF Integrated Agronomy Research Chair is to expand the agronomic research capacity at the University of Saskatchewan through a tenure-track joint appointment between the Department of Plant Sciences and the Department of Soil Science at the College of Agriculture and Bioresources.

CONTEXT AND BACKGROUND:

The WGRF Integrated Agronomy Research Chair will address a need identified through an in depth Situation Study conducted by the Western Grains Research Foundation (WGRF), in consultation with its member organizations, regarding agronomic research capacity in Western Canada. Feedback to this study confirmed the need to develop a plan for action to address the imminent and future needs in Western Canada. WGRF is currently focussed on expanding the human resource capacity within the three main agricultural universities in Western Canada as well as at Agriculture and Agri-Food Canada. Consequently, the University of Saskatchewan was invited to provide a written indication of where it sees its strengths and opportunities for addressing agronomic research capacity issues in the future. The proposed WGRF Integrated Agronomy Research Chair is the outcome of this indication and subsequent discussions with WGRF. WGRF has received approval from its board to provide \$2,000,000 over a seven-year commitment to establish a tenure-track appointment dedicated to integrated agronomy research at the College of Agriculture and Bioresources. At the end of the funding period, WGRF will have an opportunity to renew the funding for the chair appointment and/or commit additional resources to the position or program. In the event that the chair

appointment is not renewed through additional WGRF funds, the position holder will become part of the college's regular faculty complement (assuming the position holder has met the necessary probationary benchmarks and tenure has been achieved).

CONSULTATION:

The proposal for the *WGRF Integrated Agronomy Research Chair* was developed in consultation with the Western Grains Research Foundation, University Relations, JCCP and the College of Agriculture and Bioresources.

SUMMARY:

The *WGRF Integrated Agronomy Research Chair* is a tenure-track joint appointment between the Department of Plant Sciences and the Department of Soil Science at the College of Agriculture and Bioresources. The need for this appointment was identified through a research capacity and needs assessment conducted by the Western Grains Research Foundation. WGRF subsequently invited the principle Western Canadian agricultural research institutions, including the U of S, to propose ways to expend human resource capacity to conduct agronomic research. The *WGRF Integrated Agronomy Research Chair* is the outcome from a proposal from the U of S. The appointment will be established through a seven-year commitment from WGRF totaling \$2,000,000.

ATTACHMENTS:

Terms of Reference



WGRF Integrated Agronomy Research Chair

Terms of Reference

- Purpose:** To establish a tenure-track faculty position at the College of Agriculture and Bioresources to expand the agronomic research capacity at the University of Saskatchewan. The position will be a joint appointment between the Department of Plant Sciences and the Department of Soil Science.
- The gift will be used to fund the chair position or costs associated with their program. Eligible expenses include recruitment, direct and associated salary and benefit costs of the Chair including - but not limited to - technicians, postdoctoral support, materials, supplies, rental, and operating expenses, and student stipends.
- Background:** In 2013, Western Grains Research Foundation (WGRF) was encouraged by its membership to lead an initiative to influence an expansion of agronomic research capacity in Western Canada. In November 2014, Western Grains Research Foundation released the results of a Situation Study, regarding agronomic research capacity, in which research resources were assessed. Feedback to the report during the winter of 2014-2015 confirmed the need to develop a plan for action to address the imminent and future needs.
- A process was developed to provide a strategy to build appropriate capacity. Currently, the focus is to influence and expand human resource capacity within the three main agricultural universities in Western Canada and Agriculture and Agri-Food Canada.
- The University of Saskatchewan (U of S) was invited to provide a written indication of where it sees its strengths and opportunities for addressing agronomic research capacity issues. The U of S proposed an approach to growth in human resource capacity, as detailed in Appendix A.
- Source and Amount of Funding:** A gift of \$2,000,000 CAD from Western Grains Research Foundation (WGRF).
- The gift will be received over seven (7) years, as outlined in the Western Grains Research Foundation Gift Agreement.
- Tenability:** An annual gift of \$285,714.29 for seven (7) years. Annual funding surpluses may be carried forward, subject to approval of the Management Committee.
- Search Committee:** In accordance with the collective agreement established between the Faculty Association and the University, a search committee will be

established and chaired by the Dean, College of Agriculture and Bioresources.

The Search Sub-committee will include a representative of WGRF.

The selection and search committee will also operate in accordance with the relevant sections of the “Guidelines for the Establishment of Chairs and Professorships” as approved by University Council and the Board of Governors.

Chairholder responsibilities:

The chairholder will be a junior to mid-level faculty member, responsible for expanding the current agronomic research capacity of the University of Saskatchewan. The position is an addition and not a replacement of a current position.

It is anticipated that the position will spend their time as follows:

- 55% on research
- 25% on community engagement
- 20% on teaching (normally considered to be two 3 credit unit courses).

Consideration will be made to provide the chairholder with flexibility to achieve the career milestones required for tenure.

The full position details will be developed in consultation with WGRF.

Term of Chair:

The successful chair will be appointed into a tenured or tenure-track position. The chair title will be initially conferred for a seven-year term, renewable based on success and accomplishments of the chair and availability of funding.

Upon completion of WGRF’s funding obligations, the wage and benefit costs associated with the WGRF Integrated Agronomy Research Chair will be assumed by the College Agriculture and Bioresources. The U of S will continue to employ the faculty member holding the chair position in a normal faculty appointment.

Management Committee:

The Management Committee shall consist of the following positions (or their designates):

- Dean, College of Agriculture and Bioresources
- Provost and Vice President Academic
- Manager, Donations and Trusts
- Associate Dean, Research & Graduate Studies
- Department Head, Plant Sciences
- Department Head, Soil Science
- Chief Operations and Finance Officer, College of Agriculture and Bioresources

A member of WGRF will also be invited to sit on the Management Committee.

The Dean, College of Agriculture and Bioresources will act as the chair of the Management Committee. The Dean, at their discretion, may also appoint additional members to the management committee as circumstances warrant.

The Management Committee's responsibilities shall include the following:

1. Oversee the activities of the chair to ensure they are in keeping with the chair's purpose and are integrated with the university's priorities.
2. Approve annual budgets for the chair's activities.
3. Receive and review the annual and financial report on the activities of the chair.
4. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
5. Provide a copy of the annual financial and activity report to WGRF.
6. Review and confirm the renewal of the chair title. The review will follow established university policies for renewal of the chair.

In the event that circumstances make the Integrated Agronomy Research Chair no longer practical or desirable, the Management Committee, in consultation with Western Grains Research Foundation, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

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

The College of Agriculture and Bioresources recommends the creation of this Chair based on the above terms:

Dr. Mary Buhr
Dean, College of Agriculture and Bioresources

Date

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

Dr. Jim Germida
Vice-Provost, Faculty Relations

Date

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

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

Date

APPENDIX A: The following is a document from the U of S, which served as a proposal for investment for a tenure-track faculty position:

Agronomic Research Capacity in the College of Agriculture and Bioresources at the University of Saskatchewan – Our Greatest Need

1) Background

Since the summer of 2015, the College of Agriculture and Bioresources (the College) has been engaged in discussions with the Western Grains Research Foundation (WGRF) on gaps in agronomic research capacity in the College. These discussions have led to the preparation of a background document (attached) entitled *“Agronomy Research in the College of Agriculture and Bioresources – Past, Present and Future”* as well as two preliminary proposals for a faculty position in agronomy in the College. Over the past two-and-half-years there have been some significant related developments. The College has filled its vacancy in vegetable agronomy, has brought on board a faculty member in the area of entomology, and has increased its capacity in forage agronomy. The Global Institute for Food Security has attracted a world-class scientist (Canada Excellence Research Chair) in the area of root architecture/imaging who also holds a joint appointment in Plant Sciences and Soil Science. Funding from the Canada First Research Excellence Fund has brought together colleagues in Engineering, Computer Science and Agriculture in the development of rapid, automated, “big-data” plant phenotyping systems. Agriculture and Agri-Food Canada has filled several agronomy research scientist positions, e.g. entomology, and the Universities of Alberta and Manitoba have increased their faculty research and teaching capacity in agronomy.

2) The Proposal

As described in the background document referenced above, the College of Agriculture and Bioresources has capacity in agronomy research in “traditional areas”, with significant reach into newer areas such as greenhouse gas emissions, soil reclamation and rhizosphere microbiology. Over the past one hundred years, the College, aided by its partnerships with other departments, universities, research institutions and the private sector, has made very substantial contributions to agronomic practice related to crop production and soil health in Western Canada, and these contributions have had impact worldwide. **The greatest current need/gap in agronomy research capacity in the College is for a faculty member who could integrate and leverage capacity within and outside the College in multiple agronomic disciplines such as soil fertility, plant pathology, weed science and ecology, and production economics, and connect these more traditional areas of agronomic research to the “new areas” such as precision agriculture, “big data”, plant-soil-microbe interactions, and economic and environmental sustainability.** Unfortunately, short- to medium-term budgetary restraints in the College, along with budgetary realities at the provincial level, prevent the College from addressing this need/gap in the foreseeable future. As a result, the College is missing an opportunity and is quite literally falling behind.

It is proposed, therefore, that with initial funding (seven years) from WGRF, the College of Agriculture would create a tenure-track faculty position (a joint appointment in Plant Sciences and Soil Science) in integrated agronomy. After seven years, responsibility for funding the position would fall to the College. The new faculty member, to be hired at a junior to mid-career level, would develop an active program of teaching and research in integrated agronomy, and at the same time promote the building of a networked community of cropping systems experts that would collaborate broadly with faculty members and scientists in a variety of agronomic disciplines, along with producers, the private sector and other stakeholders. The overall goal of the community would be the development of environmentally and economically sustainable cropping systems that would have direct benefit to producers and the public at large. Such cropping systems need to be durable, resilient and efficient, and must employ and connect to the latest in research and technology, while at the same time must be sensitive to the agro-ecosystem in its entirety. The community would take advantage of and contribute to the development of new technologies and practices, including those in the private sector which leads the way in precision agriculture and “big-data” technologies. Concurrently, the ability of the College to provide a contemporary learning experience to undergraduate and graduate students would be enhanced substantially.

3) Budget

Costs related to salary and benefits for a junior to mid-career faculty member would range from \$125,000-150,000 per year. Given the breadth of expectations for the new faculty position, along with the desire to build momentum quickly in the new position, resources in the amount of \$60,000-75,000 per year for the hiring of technical or postdoctoral support would be required. A contribution of \$2 million over seven years from WGRF would provide sufficient funds for personnel costs (up to \$225,000 per year) along with a substantial contribution to equipment and operating expenses, including student stipends.

AGENDA ITEM NO: 9.1

**UNIVERSITY COUNCIL
COORDINATING COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Chelsea Willness, chair,
coordinating committee

DATE OF MEETING: November 22, 2018

SUBJECT: October 25, 2018 Notices of Motion

COUNCIL ACTION: **For information only**

PURPOSE: To carry forward the business presented in the October 25, 2018 Council materials that was not dealt with due to the loss of quorum through to the November 22, 2019 meeting of University Council.

DISCUSSION SUMMARY:

It has been an established practice of Council to bring forward decision items from Council committees as a Notice of Motion at the meeting prior to the one where the decision is made. The Council bylaws do not specify that this practice be observed; they simply require that notice of a motion requiring decision be given 10 days before the item is presented for decision (30 days in the case of amendments to the bylaws).

Several items were brought forward to Council as a notices of motion on October 25, 2018, but quorum was lost. On November 8, 2018, the Coordinating Committee of Council passed a motion to treat these notices of motion that were presented to Council on October 25, 2018 as having fulfilled this requirement and to carry them forward as requests for decision for the November 22, 2018 meeting of Council.

AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Angela Kalinowski; Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Admissions Qualifications change – Bachelor of Science in Engineering (B.E.) programs**

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed changes to the admissions requirements for the Bachelor of Science in Engineering (B.E.) program, effective the 2019-2020 admission cycle.*

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

CONTEXT AND BACKGROUND:

The College of Engineering is proposing to remove Calculus 30 as a requirement for admission to the Bachelor of Science in Engineering (B.E.) program.

By removing Calculus 30 as a requirement for admission to the U of S's B.E. program, the college will align their admissions requirements with those of other Western Canadian engineering schools. This will ensure we are competitive in the market and are able to expand the potential applicant pool in the local market as well.

The risk that student preparedness for Engineering may be impacted by the removal of Calculus 30 will be mitigated by providing appropriate student supports. Additionally, the risk of confusion about admissions requirements for the 2019-2020 cycle, which is already active, will be managed through a targeted communication plan with potential applicants.

The recommendation that Calculus 30 be removed as a requirement for admission was approved by faculty Council on October 3, 2018. On that same day, the Academic Programs Committee reviewed the recommendation. The committee appreciated the rationale for the change and voted to recommend it to Council for approval.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision electronically following University Council's decision.

ATTACHMENTS:

1. Proposal for changes to admissions requirements for the Bachelor of Science in Engineering (B.E.) program



UNIVERSITY OF SASKATCHEWAN
College of Engineering
ENGINEERING.USASK.CA

Proposal to Revise Admission Qualifications for the Bachelor of Science in Engineering program

Credit info or other:

Dr. Bruce Sparling, Associate Dean Academic
Mr. Christopher Martin, Programs and Projects Officer

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<i>Dr. Suzanne Kresta, Dean (Engineering)</i>	
<i>Dr. Fran Walley, Associate Dean Academic (Agriculture and Bio-resources)</i>	
<i>Dr. Noreen Mahoney, Associate Dean Students and Degree Programs (Edwards)</i>	
<i>Dr. Tom Steele, Department Head (Physics and Engineering Physics)</i>	
<i>Dr. Ken Wilson, Department Head (Biology)</i>	
<i>Dr. Kevin Stanley, Department Head (Computer Science)</i>	
<i>Mr. Rob Harasymchuk, President and Vice-Chancellor (Saint Peter's College)</i>	
<i>Mr. Guy Penney, Director of Academic Programming (Northlands College)</i>	

EXECUTIVE SUMMARY

The College of Engineering Faculty Council has approved removing “Calculus 30” as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. No changes are proposed to applicant categories or selection criteria at this time.

In order to be admitted into the Bachelor of Science in Engineering degree program, high school and post-secondary applicants currently are required to have completed Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents). These are identified on the institutionally approved 18-19 Bachelor of Science in Engineering Admission Template.

Over the past academic year, the College of Engineering has facilitated various consultations, conducted research, and performed analysis as part of the strategic enrolment management planning project as well as for due diligence purposes in crafting this proposal. Four primary factors have prompted the submission of this proposal to the university: declining enrolment performance and resource allocations in the College of Engineering, misalignment with college admission qualifications requirements with other Western Canadian engineering schools, a need to expand the potential applicant pool in the local market, and statistical analysis between high school performance data and student success in MATH 123.

A series of advantages, disadvantages, and risks have been identified with respect to this proposal. For example, removing the Calculus 30 admission qualification requirement is expected to greatly benefit student recruitment through enhanced attractiveness of our engineering program relative to other Western Canadian schools, an expanded potential applicant pool in Saskatchewan, and a reduced number of barriers to entry, particularly for female and Aboriginal students. Conversely, removing Calculus 30 as a requirement may negatively affect student preparedness for engineering studies and, in turn, student retention rates; however, these risks can be mitigated by providing appropriate student supports. In addition, given that the recruiting cycle is already underway for the 2019-20 academic year, changing admission criteria at this point may lead to some confusion; again, however, this has and will continue to be managed through a targeted communication plan. Overall, the expected benefits associated with this proposal far outweigh the costs and risks.

The College of Engineering is now requesting that the Academic Programs Committee of Council review this proposal, consider our request, and facilitate the approval of removing “Calculus 30” as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle, through all relevant bodies at the University of Saskatchewan.

I. PROPOSAL

The College of Engineering Faculty Council has approved removing “Calculus 30” as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. No changes are proposed to applicant categories or selection criteria at this time.

The College of Engineering is now requesting that the Academic Programs Committee of Council review this proposal, consider our request, and facilitate the approval of removing “Calculus 30” as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle, through all relevant bodies at the University of Saskatchewan.

II. BACKGROUND

Founded in 1912, the College of Engineering at the University of Saskatchewan has a rich history of academic and research success. The college is comprised of 87 faculty members as well 60 technical and administrative staff who support the delivery of one certificate program, eight undergraduate programs, and a full suite of graduate programming. These members also contribute to a strong research agenda whose impact is evident locally and globally. Enrolment in the college has remained relatively consistent at approximately 1,700 undergraduate students and approximately 450 graduate students over the past decade.

A series of strategic planning projects were undertaken in the College of Engineering during the 2017-18 academic year. The strategic enrolment management planning project is particularly relevant to this proposal given that it resulted in a thorough analysis of enrolment challenges in the college. It also resulted in the creation of multi-year enrolment goals and strategic priorities for the college’s undergraduate programs. The resulting plan articulated a desire to expand and diversify enrolment in the college’s undergraduate programs over the next five years. Realizing this goal would necessitate reducing barriers to entry for the undergraduate programs offered by the College of Engineering as well as improving the attractiveness of our programs relative to other Western Canadian engineering schools.

Removing Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program is a critical strategy to realize our enrolment goals. Preliminary research, analysis, consultation, and environmental scanning revealed a significant number of benefits associated with this strategy provided it be implemented in the immediate future. Minor risks, such as a worsened preparedness of applicants for engineering studies, have also been considered. The college will continue to plan and consult with key stakeholders over the next year to minimize such risks.

The Student Academic Affairs Committee within the College of Engineering endorsed recommending to Faculty Council the removal of “Calculus 30” from the admission qualification in the Bachelor of Science in Engineering program on July 30, 2018. The College of Engineering Faculty Council reviewed this proposal as well as adopted and approved the recommendation on October 3, 2018. The proposal must now progress through various channels of approval at the University of Saskatchewan beginning with the Academic Programs Committee of Council.

III. CURRENT STATE

Admission policies, procedures, and protocols at the University of Saskatchewan are governed by an institution-wide *Policy on Admission to Degree Programs*. This policy defines principles and nomenclature associated with undergraduate and graduate admissions. For instance, this policy defines admission qualifications as “credentials that an applicant must present in order to establish eligibility for admission”. This section describes existing admission qualifications for the Bachelor of Science in Engineering program.

In general, admission qualifications for the Bachelor of Science in Engineering program have remained consistent over the past two decades. Minor changes have been made to the selection criteria and applicant categories in recent years, which included switching to a competitive-ranking admission process as well as creating “pathways” to engineering through the College of Arts and Science, the Pre-Engineering and Science (PRES) Program at Northlands College, and the ASAP-STEM Program.

Table 1 summarizes existing admission qualifications for the Bachelor of Science in Engineering program. Please see Appendix 1: 18-19 BE Admission Template for further details.

TABLE 1: CURRENT ADMISION QUALIFICATIONS SUMMARY

Applicant Category	Admission Qualifications
High School	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework; • Grade 12 standing; • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Attain a minimum average of 70% in their computer five high-school subject average; and • Proficient in English.
Post-Secondary	<ul style="list-style-type: none"> • Greater or equal to 18 credit units of transferrable post-secondary coursework. • Minimum average of 60% on 18 or more transferrable credit units from a recognized post-secondary institution • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; and • Proficient in English.
Special (Mature)	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework. • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Proficiency in English; and • Submit proof of age (21 years or older), a resume, secondary and post-secondary transcripts, and a written submission demonstrating capacity to undertake university-level studies.
Provisional	<ul style="list-style-type: none"> • Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets.

IV. FUTURE STATE

The College of Engineering Faculty Council has approved removing “Calculus 30” as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. No changes are proposed to applicant categories or selection criteria at this time.

Various factors have prompted the college to consider removing Calculus 30 from our admission qualifications. Please see Section V: Rationale for details on the justification. Please see Section VI: Conclusion for a high-level analysis.

Table 2 summarizes the proposed admission qualifications for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. Please see Appendix 2: 19-20 BE Admission Template for further details.

TABLE 2: PROPOSED ADMISSION QUALIFICATIONS SUMMARY

Applicant Category	Admission Qualifications
High School	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework; • Grade 12 standing; • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Attain a minimum average of 70% in their computer five high-school subject average; and • Proficient in English.
Post-Secondary	<ul style="list-style-type: none"> • Greater or equal to 18 credit units of transferrable post-secondary coursework. • Minimum average of 60% on 18 or more transferrable credit units from a recognized post-secondary institution • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; and • Proficient in English.
Special (Mature)	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework. • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Proficiency in English; and • Submit proof of age (21 years or older), a resume, secondary and post-secondary transcripts, and a written submission demonstrating capacity to undertake university-level studies.
Provisional	<ul style="list-style-type: none"> • Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets.

V. RATIONALE

The College of Engineering has facilitated various consultations, conducted research, and performed analysis as part of the strategic enrolment management planning project as well as for due diligence purposes in crafting this proposal. This section identifies four primary factors that have prompted the submission of this proposal.

i. Enrolment Performance and Resource Allocations

The first factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification is related to stagnating enrolment, the college's fiscal situation, and the relationship between enrolment performance and resource allocation at the University of Saskatchewan.

On March 23, 2017, the Government of Saskatchewan released its 2017-18 provincial budget. This budget included financial austerity measures including a significant reduction to the University of Saskatchewan annual provincial operating grant. The university responded in turn by issuing permanent reductions to college operating budgets – including a 9% reduction to the College of Engineering.

The introduction of a Transparent Activity-Based Budgeting System (TABBS) at the University of Saskatchewan, its emphasis on enrolment performance, and the stagnation of undergraduate and graduate enrolment in the College of Engineering over the past six academic years has further complicated the college's fiscal situation.

As shown in Table 3, first-year undergraduate enrolment has ranged from 436 to 593 first-year students over the past six academic years. First-year enrolment performance in 2013-14 was an outlier given the closing of a pre-engineering program at Grant McEwan University. Table 4 also illustrates stagnation in undergraduate and graduate enrolment over a six-year period. Recent trends highlight a continued decline in first-year enrolment. This has significant implications for upper-year enrolments, future registration, and tuition generation capacity. Removing barriers to entry (such as Calculus 30) and improving attractiveness of our undergraduate programs are considered strategic initiatives to address declining enrolment performance and protect against further reductions in resource allocations.

TABLE 3: FIRST-YEAR UNDERGRADUATE ENROLMENT (ACADEMIC YEAR)

Reporting Level	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undeclared	530	593	515	538	436	456

Source: University of Saskatchewan Data Warehouse

TABLE 4: COLLEGE ENROLMENT (ACADEMIC YEAR)

Reporting Level	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	1,666	1,773	1,772	1,768	1,725	1,675
Graduate	433	440	409	431	485	504
Grand Total	2,099	2,213	2,181	2,199	2,210	2,179

Source: University of Saskatchewan Data Warehouse

ii. Environmental Scan

The second factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification requirements is related to an environmental scan that was conducted to compare high school prerequisite requirements for undergraduate engineering programs across Canada. Admission and high school prerequisites for sixteen institutions were reviewed. This included each of the U15 institutions as well as the University of Regina. Table 3 summarizes high school prerequisite admission requirements for various institutions.

As shown in Table 5, all surveyed institutions require high school students to have successfully completed Chemistry 30, Physics 30, and Pre-Calculus 30 (or an equivalent) in order to be considered for admission into an undergraduate engineering program. All institutions except for the University of Manitoba also require high school students to complete English 30. Some institutions allow students to complete either English 30 or French 30, particularly in eastern Canada.

Variation exists amongst surveyed institutions as to whether or not high school students are required to have successfully completed Calculus 30 (or an approved equivalent) in order to be considered for admission into an undergraduate engineering program. As shown in Table 5, only two institutions in Western Canada require Calculus 30 as part of their admission qualifications (University of Alberta, University of Saskatchewan). Two institutions strongly recommend but do not require Calculus 30 (University of Calgary, University of Regina).

Approximately 57% of institutions across Canada require Calculus 30 for admission purposes. If the University of Saskatchewan removes this requirement, only 50% of schools in Canada will include Calculus 30 as part of their admission qualifications to an undergraduate engineering program.

TABLE 5: ENVIRONMENTAL SCAN

Province	Institution	ENG 30	CHEM 30	PHYS 30	P-CALC 30	CALC 30
BC	University of British Columbia	X	X	X	X	
AB	University of Alberta	X	X	X	X	X
	University of Calgary	X	X	X	X	
SK	University of Regina	X	X	X	X	
	University of Saskatchewan	X	X	X	X	X
MB	University of Manitoba	?	X	X	X	
ON	McMaster University	X	X	X	X	X
	Queen's University	X	X	X	X	X
	University of Ottawa	X	X	X	X	X
	University of Toronto	X	X	X	X	X
	University of Waterloo	X	X	X	X	X
	University of Western Ontario	X	X	X	X	X
QC	Laval University	-	-	-	-	-
	McGill University	X	X	X	X	
	University of Montreal	-	-	-	-	-
NS	Dalhousie University	X	X	X	X	

Note: Laval University and University of Montreal do not offer accredited engineering undergraduate programs. As a result, information was unavailable or not collected as part of the environmental scan.

iii. Potential High School Applicant Pool

The third factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification requirements is related to detailed analysis of high school enrolment data provided by the provincial Ministry of Education.

As shown in Table 6, 11,155 students graduated from Saskatchewan high schools in 2016-17. The majority of these students attended a school in one of the 28 non-Northern School Divisions. Only 1,716 (15.4%) of high school graduates completed all four prerequisite courses required for admission into the College of Engineering. This represents the “potential applicant pool” in our local market. It does not represent the actual applicant pool (many of these students may attend another institution or pursue programs other than engineering) or a qualified applicant pool (many of these students may not meet minimum grade requirements).

However, 2,646 (23.7%) of high school graduates completed three of the four prerequisite courses (PHYS 30, CHEM 30, and PRE-CALC 30) required for admission into the College of Engineering. This represents a potential applicant pool in our local market in the event Calculus 30 is removed from the admission qualification requirements for the Bachelor of Science in Engineering program. However, 930 of these students would be immediately disqualified under existing admission qualification requirements due to the lack of Calculus 30.

By removing “Calculus 30” as an admission qualification in the Bachelor of Science in Engineering program, the College of Engineering will be able to expand its potential applicant pool in the local market by over 50% (based on 2016-17 data). Additionally, the potential applicant pool for female and Aboriginal students will expand by 63% and 89%, respectively. Finally, the college will in effect remove a barrier to entry that precluded Aboriginal students from Northern School divisions to access our programs since Calculus 30 is not offered in most programs in these divisions.

TABLE 6: Saskatchewan High School Graduates with Existing Admission Qualifications (2016-17)

		Graduates with PHYS 30, CHEM 30, PRE-CALC 30, and CALC 30			
School Divisions	Total Graduates	Male	Female	Aboriginal	Total
Non-Northern	10,967	940	776	64	1,716
Northern	188	NR	NR	NR	NR

Source: Ministry of Education (Government of Saskatchewan)

Note: There are 28 Non-Northern school divisions in Saskatchewan. “NR” refers to “not reported” because there are less than 10 individuals.

TABLE 7: Saskatchewan High School Graduates with Proposed Admission Qualifications (2016-17)

		Graduates with PHYS 30, CHEM 30, and PRE-CALC 30			
School Divisions	Total Graduates	Male	Female	Aboriginal	Total
Non-Northern	10,967	1,373	1,261	121	2,634
Northern	188	NR	NR	NR	12

Source: Ministry of Education (Government of Saskatchewan)

Note: There are 28 Non-Northern school divisions in Saskatchewan. “NR” refers to “not reported” because there are less than 10 individuals.

iv. Correlation with Student Success

The fourth factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification requirements is related to a correlation analysis that was completed on first-year undergraduate engineering cohorts since September 2014.

Student performance data for CHEM 30, PHYS 30, PRE-CALC 30, CALC 30, the university admission average, and math placement test results were collected and analyzed for all first-year engineering students who originated from Saskatchewan and were admitted to the College of Engineering in September 2014, 2015, 2016, and 2017. Students were categorized as “Urban” (from Saskatoon, Regina, Prince Albert, or Moose Jaw), “Rural” (all other towns in Saskatchewan), and “All” (aggregate results). A correlation analysis was completed relating each variable listed above with each student’s final grade in MATH 123 and MATH 124.

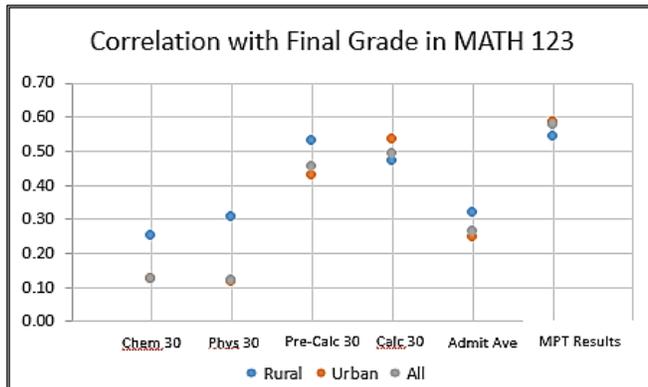
Correlation with MATH 123

Correlation analyses between student performance in CHEM 30, PHYS 30, PRE-CALC 30, CALC 30, university admission average, Math Placement Test results, and final grades in MATH 123 revealed many conclusions. In general, each of these variables were positively correlated with success in MATH 123, although weakly and to varying degrees. Student final grades in Calculus 30 was modestly correlated with success in MATH 123 (with correlation coefficients of 0.53 for urban students, and 0.47 for rural students). Pre-Calculus 30 was a better predictor of success in MATH 123 for rural students (0.53). Overall, the Math Placement Test results served as the best predictor of success in MATH 123. It was concluded that, since student performance in Calculus 30 had only a relatively low positive correlation with success in MATH 123, which it was difficult to justify the retention of Calculus 30 as a prerequisite strictly based on performance data. Other variables, such as their Math Placement Test results, appear to be better indicators of student success, while PRE-CALC 30 appeared to be an equally good indicator. One interesting observation was that the correlation between the performance in CALC 30 and Math 123 was marginally lower for students coming from rural districts as compared to urban districts, suggesting perhaps that high school calculus instruction in rural areas may not be as effective, in general.

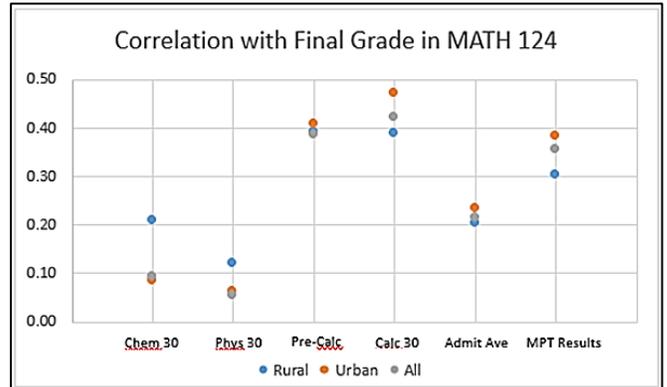
Correlation with MATH 124

Correlation analyses between student performance in CHEM 30, PHYS 30, PRE-CALC 30, CALC 30, university admission average, Math Placement Test results, and final grades in MATH 124 revealed similar conclusions. In general, each of these variables were positively correlated with success in MATH 124, although to varying degrees. A student’s final grade in Calculus 30 was modestly correlated with success in MATH 124 (0.47 for urban students, 0.39 for rural students). Pre-Calculus 30 and Math Placement Test results yielded similar correlations. Overall, though, the correlation in performance between CALC 30 and MATH 124 (the second university level calculus course) was found to be lower than that with MATH 123 (the first university level calculus course), suggesting that the influence of high school calculus preparation decreases as the amount of exposure in university increased.

GRAPH 1: Correlation with Final Grade in MATH 123



GRAPH 2: Correlation with Final Grade in MATH 124



VI. CONCLUSION

In conclusion, the College of Engineering is proposing to remove Calculus 30 as an admission qualification for the Bachelor of Science in Engineering program, effective the 2019-20 admission cycle. No changes are proposed to applicant categories or selection criteria at this time. This section summarizes some of the advantages, disadvantages, and risks associated with this change.

i. Advantages

As identified in Section V, the College of Engineering has experienced declining enrolment performance over the past number of years. This is further complicated by recent fiscal challenges experienced by the College of Engineering as well as the close relationship between enrolment performance and resource allocation at the university.

Removing Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program is a critical student recruitment and enrolment management strategy for the College of Engineering. Removing this requirement would improve the attractiveness of our programs and institution relative to other engineering schools by better aligning our admission requirements with other Western Canadian schools. Additionally, removing this requirement would expand the “potential applicant pool” of engineering students, which would otherwise be decreasing in Saskatchewan. It would also reduce barriers to entry commonly faced by female and Aboriginal students, particularly in Northern Saskatchewan. Finally, by being less prescriptive of the choice of electives in high school, the proposed change will attract a student body with more diverse interests and perspectives, helping to enrich both our student experience and, ultimately, the profession.

ii. Disadvantages

The College of Engineering anticipates some disadvantages that would be created by removing Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program.

Although student performance in Calculus 30 has only a moderate positive correlation with success in MATH 123 (see Section V), there are mixed opinions as to whether students are better off being exposed to calculus curriculum before entering university or not. Some faculty have suggested that pre-exposure helps students grasp the concepts at a faster pace, whereas others have suggested the pre-exposure can

confuse students understanding of critical concepts and negatively affect success. The validity of these arguments have not yet been tested but could affect student success and retention in the engineering program. As a result, the College may need to provide additional student supports, such as delivering preparatory classes to help transition students to university-level mathematics in the event they have not completed calculus courses in the past. Depending on the extent of support that may be required, additional resources may have to be put in place to address perceived deficiencies.

iii. Risks

Selected risks have been identified with respect to the College of Engineering's proposal to remove Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program.

The greatest risk identified to date is related to student preparedness for engineering studies. Although the college will continue to require students to have completed a pre-calculus course, failure to complete calculus curriculum at the secondary school level could affect student success at the post-secondary level. Further planning and consultation must occur in the short-term to mitigate this risk. Additionally, there is a risk that implementing this proposal too late in a recruitment cycle could complicate communications with external stakeholders and cause confusion about our admission requirements. The College of Engineering has already taken steps to mitigate this risk. For instance, a disclaimer has been added to all recruitment materials and the university admissions website that the college's admission criteria are under review. Presentations have also been delivered at the University Open House indicating that the Calculus 30 admission requirement is under review and may be removed in the near future. Finally, the College of Engineering intends to collaborate with the Office of Admissions, Recruitment, and Transfer Credit to ensure that all prospective students and new applicants are provided with accurate, consistent, and timely information throughout the 2019-20 admissions cycle. Overall, the additional effort required to clarify the requirements will undoubtedly pay dividends in our efforts to enhance student recruitment results in the immediate term.



2018-19 Admission Requirements

College: Engineering

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

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum grade of 70% in each of these courses.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum grade of 70% in each of these courses.
 - Proficiency in English.
- **Provisional Admission:**
 - Confirmation that the applicant meets the college's English proficiency requirements.
 - Letter of recommendation from the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) or an equivalent regulatory body in Canada.
- **Special (Mature) Admission:**
 - Proof of age (21 or older) by the first day of classes.
 - Chemistry 30; Physics 30, Pre-Calculus 30, and Calculus 30 with a minimum grade of 70% in each of these courses.
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in the College.
- **Special (Mature) Admission: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential as well as an interview (electronically or in person) with the Associate Dean, Academic.



2018-19 Admission Requirements

Categories of Applicants:

Regular Admission

Admissions is based upon students meeting the regular admissions qualifications criteria for high school and post-secondary as listed above.

Access Programs

Post-Secondary – College of Arts and Science

Available to University of Saskatchewan Arts & Science students who are transferring to the College of Engineering. Admission is based on the successful completion of the following eight courses (or their equivalents): CHEM 114 (or CHEM 112), GE 111, GE 124, MATH 123 (or MATH 110), GE 121, GE 125, MATH 124 (or MATH 116), PHYS 155, with a minimum average of 60% in these courses. The students must also meet the promotion requirements of the College of Engineering in their most recent academic session.

Post-Secondary – ASAP-STEM Pathways Program

Available to University of Saskatchewan Arts & Science students who are registered in the ASAP-STEM program and who are transferring to the College of Engineering. Admission is based upon successful completion of the ASAP-STEM pathways program, with a program average of at least 60%. In addition, students must have completed the following courses (or their equivalents): Physics 30, Chemistry 30, Pre-Calculus 30, and Calculus 30.

Post-Secondary – PRES Program

Available to Northlands College students who are registered in the PRES Program and are transferring to the College of Engineering. Admissions is based upon successful completion of the PRES Program, including the Physics 30 requirement, with a minimum program average of 60%.

Special (Mature) Admission

Admissions is based upon students meeting the special (mature) admissions qualifications criteria listed above.

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.



2018-19 Admission Requirements

Aboriginal Equity Admission

Applicants of Aboriginal ancestry can apply under this category. Applicants must meet the minimum admission qualifications for the College of Engineering. They will be required to provide proof of Aboriginal ancestry as a condition for admission under this category.

There is no quota for Aboriginal applicants. Applications will be forwarded to the Associate Dean Academic for review and decision.

Dean's Signature: _____

Date: _____



2019-20 Admission Requirements

College: Engineering

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

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30; Physics 30, and Pre-Calculus 30, and ~~Calculus 30~~ with a minimum grade of 70% in each of these courses.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Chemistry 30; Physics 30, and Pre-Calculus 30, and ~~Calculus 30~~ with a minimum grade of 70% in each of these courses.
 - Proficiency in English.
- **Provisional Admission:**
 - Confirmation that the applicant meets the college's English proficiency requirements.
 - Letter of recommendation from the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) or an equivalent regulatory body in Canada.
- **Special (Mature) Admission:**
 - Proof of age (21 or older) by the first day of classes.
 - Chemistry 30; Physics 30, and Pre-Calculus 30, and ~~Calculus 30~~ with a minimum grade of 70% in each of these courses.
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down average) is in place to manage enrolment in the College.
- **Special (Mature) Admission: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential as well as an interview (electronically or in person) with the Associate Dean, Academic.



2019-20 Admission Requirements

Categories of Applicants:

Regular Admission

Admissions is based upon students meeting the regular admissions qualifications criteria for high school and post-secondary as listed above.

Access Programs

Post-Secondary – College of Arts and Science

Available to University of Saskatchewan Arts & Science students who are transferring to the College of Engineering. Admission is based on the successful completion of the following eight courses (or their equivalents): CHEM 114 (or CHEM 112), GE 111, GE 124, MATH 123 (or MATH 110), GE 121, GE 125, MATH 124 (or MATH 116), PHYS 155, with a minimum average of 60% in these courses. The students must also meet the promotion requirements of the College of Engineering in their most recent academic session.

Post-Secondary – ASAP-STEM Pathways Program

Available to University of Saskatchewan Arts & Science students who are registered in the ASAP-STEM program and who are transferring to the College of Engineering. Admission is based upon successful completion of the ASAP-STEM pathways program, with a program average of at least 60%. In addition, students must have completed the following courses (or their equivalents): Physics 30, Chemistry 30, and Pre-Calculus 30, ~~and Calculus 30~~.

Post-Secondary – PRES Program

Available to Northlands College students who are registered in the PRES Program and are transferring to the College of Engineering. Admissions is based upon successful completion of the PRES Program, including the Physics 30 requirement, with a minimum program average of 60%.

Special (Mature) Admission

Admissions is based upon students meeting the special (mature) admissions qualifications criteria listed above.

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.



2019-20 Admission Requirements

Aboriginal Equity Admission

Applicants of Aboriginal ancestry can apply under this category. Applicants must meet the minimum admission qualifications for the College of Engineering. They will be required to provide proof of Aboriginal ancestry as a condition for admission under this category.

There is no quota for Aboriginal applicants. Applications will be forwarded to the Associate Dean Academic for review and decision.

Dean's Signature: _____

Date: _____

Martin, Christopher

From: Suzanne Kresta (Dean, Engineering)
Sent: Tuesday, September 25, 2018 10:59 AM
To: Martin, Christopher
Cc: Bruce Sparling (AD Academic, Engineering); Balaberda, Hilary
Subject: RE: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Chris,

I fully support this change.

I think it is essential to removing barriers to access for an engineering education for many important constituent groups in this province and beyond.

Suzanne

From: Martin, Christopher
Sent: Tuesday, September 25, 2018 9:44 AM
To: Suzanne Kresta (Dean, Engineering) <enr.dean@usask.ca>
Cc: Bruce Sparling (AD Academic, Engineering) <enr.academicdean@usask.ca>; Balaberda, Hilary <hilary.balaberda@usask.ca>
Subject: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Good morning Dr. Kresta,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) 966-3201
Mobile: (306) 715-2121

Martin, Christopher

From: Walley, Fran
Sent: Wednesday, September 26, 2018 3:10 PM
To: Martin, Christopher
Cc: Shirkie, Amie; Buhr, Mary
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Hello Christopher:

I've read the proposal to remove Calculus 30 as an admission qualification requirement for the College of Engineering and I am pleased to provide endorsement on behalf of the College of AgBio. It is clear that the College of Engineering has consulted broadly and conducted research to feel confident moving forward with this decision. The argument that removing this admission requirement is likely to reduce barriers for Aboriginal and female students is particularly compelling.

Although the possibility that removing the requirement is presented as only a "minor risk" in terms of student preparedness, I was interested and reassured to read that "the college will continue to plan and consult with key stakeholders over the next year to minimize such risks."

Good luck with your plans for enhancing student recruitment.

Fran Walley

Fran Walley PhD, PAg
Associate Dean (Academic)
College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive
Saskatoon, SK, S7N 5A8
Phone: 1 (306) 966-4064

From: "Martin, Christopher" <chris.martin@usask.ca>
Date: Tuesday, September 25, 2018 at 9:37 AM
To: Fran Walley <fran.walley@usask.ca>
Cc: Amie Shirkie <amie.shirkie@usask.ca>
Subject: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Good morning Dr. Walley:

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA

Programs and Projects Officer

College of Engineering

University of Saskatchewan

Phone: (306) **966-3201**

Mobile: (306) **715-2121**



Martin, Christopher

From: Mahoney, Noreen
Sent: Wednesday, September 26, 2018 10:34 AM
To: Martin, Christopher
Cc: Dolan, Christina; Parohl, Vicky
Subject: RE: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Hi Chris,

The Edwards School of Business has no objections. You presented a great analysis and we are supportive of your proposed change.

Kind regards,
Noreen

From: Willness, Chelsea
Sent: September 25, 2018 10:00 AM
To: Martin, Christopher <chris.martin@usask.ca>
Cc: Mahoney, Noreen <mahoney@edwards.usask.ca>; Dolan, Christina <dolan@edwards.usask.ca>
Subject: FW: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Hello Christopher,

Thanks for the note. I've forwarded you message to our AD of Students and Degree Programs, as well as our Director of Undergraduate Programs. They are the contact people with whom you should consult for your question, and both are cc'd.

Thanks!
cw

Chelsea Willness, PhD
Associate Dean, Research & Academic
Edwards School of Business, University of Saskatchewan
Ph: 306.966.2822
[Bio & Research page](#)



From: Martin, Christopher
Sent: Tuesday, September 25, 2018 9:43 AM
To: Willness, Chelsea <willness@edwards.usask.ca>
Subject: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Good morning Dr. Willness:

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) **966-3201**
Mobile: (306) **715-2121**



Martin, Christopher

From: Steele, Tom
Sent: Tuesday, September 25, 2018 1:27 PM
To: Martin, Christopher
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

We are ok with it both from the science and engineering perspectives.

Sent from my iPhone

On Sep 25, 2018, at 09:42, Martin, Christopher <chris.martin@usask.ca> wrote:

Good morning Dr. Steele,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) 966-3201
Mobile: (306) 715-2121



<2018-09-20 DRAFT Proposal - Admission Qualification Revision (BE).pdf>

Martin, Christopher

From: Wilson, Ken <ken.wilson@usask.ca>
Sent: Wednesday, September 26, 2018 3:20 PM
To: Martin, Christopher
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Hi Christopher

Sorry for the delay in responding, I wanted to think about your request carefully before doing so. While I would never contest the College of Engineering's decision to remove high school-level calculus from their entrance requirements, I am equally hesitant to say that I endorse the move. I know that you have done your homework on this question and do not see it as a barrier to student success, but my unit has very little involvement in the Engineering Program as a whole. I am prepared to say that removal of calculus 30 would not impact the potential success of engineering students wanting to study biology. I hope that is sufficient as you proceed.

Best regards
Ken

On 9/25/2018 9:41 AM, Martin, Christopher wrote:

Good morning Dr. Wilson,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering

University of Saskatchewan

Phone: (306) **966-3201**

Mobile: (306) **715-2121**



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Dr. Kenneth Wilson
Head, Department of Biology
University of Saskatchewan
Saskatoon SK S7N 5E2
Canada

ph# - 1-306-966-4400

Martin, Christopher

From: Kevin Stanley <kstanley@cs.usask.ca>
Sent: Tuesday, September 25, 2018 1:01 PM
To: Martin, Christopher
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement
Attachments: image001.png

Hello Christopher

Myself, and my undergrad and curriculum chairs have considered this proposed change and have no objections.

Kevin

On Tue, Sep 25, 2018 at 9:45 AM Martin, Christopher <chris.martin@usask.ca> wrote:

Good morning Dr. Stanley,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) **966-3201**
Mobile: (306) **715-2121**

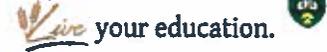


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Associate Professor
Computer Science
University of Saskatchewan
kstanley@cs.usask.ca
306-966-6747



St. Peter's College

Affiliated with the University of Saskatchewan



September 25th, 2018

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan

Christopher,

Thank you for the opportunity to respond to the proposed changes to the admissions qualifications for the Bachelors of Science in Engineering Program. As you are no doubt aware, St. Peter's College is a proud partner in the delivery of the 1st year of the Engineering degree with the College of Engineering. We are happy to offer support for improvements to the overall experience of the Engineering students and will respect the decisions made to the effect.

I am encouraged by the review process that has been undertaken to ensure that program delivery in the College is serving the needs of its Engineering students. Further, I appreciate the risk analysis of the strengths and weaknesses perceived in this decision. The attached proposal appears to highlight some significant strategic planning initiatives undertaken to ensure diligence in the decision.

I endorse the College of Engineering's authority and expertise to make suggested changes and certainly support a decision that will promote the admissions and enrollment increases that are being sought.

Sincerely,

Rob Harasymchuk
President & Vice Chancellor
St. Peter's College

Martin, Christopher

From: Guy Penney <penney.guy@northlandscollge.sk.ca>
Sent: Tuesday, September 25, 2018 12:05 PM
To: Martin, Christopher
Cc: Chandra McDougald; Toby Greschner
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement
Attachments: image001.png

Hi Chris

It's nice to hear from you. Chandra and I have discussed your request. Furthermore, I have run it past Toby; we are all in full agreement with your proposal to drop Calculus from the admissions requirement to the faculty of engineering. Please feel free to contact us should you require any additional feedback.

All the best!

Guy

Sent from my iPhone6S+64GB

> On Sep 25, 2018, at 9:48 AM, Martin, Christopher <chris.martin@usask.ca> wrote:

>

> Good morning Guy:

>

>

>

> As one of our partner institutes, I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

>

>

>

> The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

>

>

>

> At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

>

>

>

> Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

>
>
>
> Thank you in advance for your time and response.
>
> Sincerely,
> Christopher Martin, BBA, MPA
> Programs and Projects Officer
> College of Engineering
> University of Saskatchewan
> Phone: (306) 966-3201
> Mobile: (306) 715-2121
> [cid:image002.png@01CF2333.CC7AFC30]
>
> <image001.png>
> <2018-09-20 DRAFT Proposal - Admission Qualification Revision (BE).pdf>

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: Admissions Qualifications change – Doctor of Philosophy (Ph.D.) in Mechanical Engineering

DECISION REQUESTED:

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

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

CONTEXT AND BACKGROUND:

It has always been the intent of the Department of Mechanical Engineering that a thesis-based Master's degree would be required for application for a Doctor of Philosophy (Ph.D.) program in Mechanical Engineering. The admissions requirements as published do not make this requirement explicit. The proposed change will make it clear to applicants that a thesis-based Master's is required.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision electronically following University Council's decision.

ATTACHMENTS:

1. Proposal for changes to admissions requirements for the Ph.D. program in Mechanical Engineering



Memorandum

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

CC: David Torvi, Head, Department of Mechanical Engineering

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

Date: September 25, 2018

Re: Amendments to admission requirements for Doctor of Philosophy (Ph.D.) in Mechanical Engineering

The CGPS is proposing a minor change to the language on the admission requirements for Ph.D. programming in Mechanical Engineering to indicate that a “thesis-based” master’s degree is required. This minor change would provide clarity for potential applicants.

The Graduate Programs Committee supported the proposed change on June 5, 2018, and the CGPS Executive Committee supported the proposed change on September 21, 2018.

Please note that consultation with the registrar was not required, as the proposal would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from Mechanical Engineering

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

:kc



Memorandum

To: Academic Programs Committee of Council (APC), Dr. Kenneth Fox, Chair

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

Date: September 21, 2018

Re: Modification to admission requirements – Doctor of Philosophy in Mechanical Engineering

At the September 21, 2018, meeting of the Executive Committee (CGPS), the committee considered a proposal to clarify that a thesis-based master's degree would be required for admission to a Doctor of Philosophy (Ph.D.) program in Mechanical Engineering. In addition, the "or equivalent" language would be removed to avoid any misunderstanding.

"The Executive Committee approves the the language clarification that a thesis-based master's degree is required for admission to the Ph.D. Program in Mechanical Engineering."
Pollack/Ferrari CARRIED

If you have any questions, please contact Lori Lisitza at lori.lisitza@usask.ca or 306-966-5759.

/ll



Memorandum

To: Executive Committee of CGPS
From: Graduate Programs Committee of CGPS
Date: June 11, 2018
Re: Modification to admission requirements – Doctor of Philosophy in Mechanical Engineering

In June 2018, the Graduate Programs Committee (GPC) considered a proposal to clarify that a thesis-based master's degree would be required for admission to a Doctor of Philosophy (Ph.D.) program in Mechanical Engineering. In addition, the "or equivalent" language would be removed to avoid any misunderstanding. The intent had always been that a thesis-based master's degree would be required for admission, and this clarification will be helpful for potential applicants.

The GPC passed the following motion unanimously:

To recommend approval of the clarification that a thesis-based master's degree is required for admission to the Ph.D. program in Mechanical Engineering. Kulshreshtha/Whiting CARRIED

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

:kc



UNIVERSITY OF
SASKATCHEWAN

Department of Mechanical Engineering
57 Campus Drive
Saskatoon SK S7N 5A9 Canada
Telephone: (306) 966-5440

MEMORANUM

To: Kelly Clement, College of Graduate & Postdoctoral Studies
From: Prof. David Torvi, Head, Department of Mechanical Engineering
Date: May 14, 2018
Re: Admission Requirements for Mechanical Engineering PhD program

It has recently come to our attention that the admission requirements for the PhD program in our department that are stated in the Course and Program catalogue are inconsistent with the information that is provided in other portions of the CGPS website. In December, 2012 we had requested two changes to information on the admission requirements for the PhD program, namely clarifying that applicants require a thesis-based Master's degree and a cumulative weighted average of at least 70% (UofS grade system equivalent) for admission. While both of these changes have been incorporated within the information on the CGPS's "find a program" pages (<https://grad.usask.ca/programs/find-a-program.php>), the requirement for a thesis-based Master's is not included in the admission requirements in the catalogue. Therefore, I am requesting that our PhD program admission requirements in the catalogue be revised.

The department requires applicants to our PhD program to hold a thesis-based Master's as a demonstration of their research skills and their potential to successfully complete a PhD program. In our discipline, some students will complete a project-based Master's (such as our MEng program). However, the project and report associated with these programs are considerably less rigorous than the research project and thesis associated with our MSc (or similar programs). For example, we expect our MSc students to spend 16 months on their research project and thesis as compared to four months on a MEng project and report.

Could you please revise our PhD admission requirements to read as shown below. The proposed changes (shown in red) would be to add "thesis-based" and to remove "or equivalent".

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Master's degree (**thesis-based**), ~~or equivalent~~, from a recognized university in a relevant academic discipline
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
- 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

Please let me know if you require any further information on this change.

Sincerely,

A handwritten signature in blue ink that reads "David Torvi".

David Torvi, Ph.D., P.Eng.

AGENDA ITEM NO: 10.3

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Admissions Qualifications change – English proficiency requirements for programs in the Johnson Shoyama Graduate School of Public Policy**

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed changes to the English proficiency requirements for programs in the Johnson Shoyama Graduate School of Public Policy, effective May 2019.*

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

The English Proficiency Policy and associated procedures allow for colleges to approve higher than minimum standards through their faculty councils, APC, and University Council.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) recently made changes to the English proficiency requirements for admission to graduate programs as part of the approval of the English Proficiency Policy and the college-level procedures. In response to these revised standards, the Johnson Shoyama Graduate School of Public Policy (JSGS) is proposing a change for students applying for their graduate programs – that applicants be required to have a minimum TOEFL band score of 20 (CGPS minimum is 19) for each band. For IELTS, JSGS would like a minimum of 6.5 for each band (CGPS minimum is 6.0). This change aligns minimum English Proficiency Requirements with those of the JSGS program at the University of Regina.

The proposed changes are to ensure that applicants are adequately prepared for the graduate studies in JSGS, in accordance with past practice in the Department.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision electronically following University Council's decision.

ATTACHMENTS:

1. Proposal for changes to admissions requirements for the Johnson Shoyama Graduate School of Public Policy



Memorandum

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

CC: Haizhen Mou, Graduate Chair, Johnson-Shoyama Graduate School of Public Policy

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

Date: September 25, 2018

Re: Amendments to the English proficiency requirements for admission to graduate programs in Johnson-Shoyama Graduate School of Public Policy (JSGS)

The College of Graduate and Postdoctoral Studies (CGPS) recently made changes to the English proficiency requirements for admission to graduate programs. The changes were implemented for students being admitted on or after May 1, 2018. In response to the revised standards for English proficiency, JSGS has proposed a minor change. The proposed change consists of a slight increase in the requirements for individual testing band scores on the Test of English as a Foreign Language (TOEFL). CGPS requires individual TOEFL band scores of 19, and JSGS would like to require 20. Notably, JSGS operates as a single school at both the University of Regina and the University of Saskatchewan. As such, it is important that operations are in alignment at both institutions. The proposed changes are consistent with existing requirements at the University of Regina campus.

The Graduate Programs Committee supported the proposed changes on September 6, 2018, and the CGPS Executive Committee supported the proposed changes on September 21, 2018.

Please note that consultation with the registrar was not required, as the proposal would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from JSGS

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

:kc



Memorandum

To: Academic Programs Committee of Council (APC), Dr. Kenneth Fox, Chair

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

Date: September 21, 2018

Re: English Proficiency Admission Requirements for Graduate Programs in Johnson-Shoyama Graduate School of Public Policy (JSGS)

At the September 21, 2018, meeting of the Executive Committee (CGPS), the committee considered a proposal to change the English proficiency requirements for admission to graduate programs in JSGS. The Executive Committee support the increase to the English proficiency level as proposed.

Background:

The intent of this proposal is for JSGS to be consistent between both the Regina and Saskatoon campus. This English proficiency requirement is already in place in Regina.

The Executive Committee approves the changes to the English proficient requirements for graduate programs in the Johnson-Shoyama Graduate School of Public Policy”

Pollack/Walker CARRIED

If you have any questions, please contact Lori Lisitza at lori.lisitza@usask.ca or 306-966-5759.

/ll



UNIVERSITY OF
SASKATCHEWAN

Memorandum

To: Executive Committee, CGPS

Copy: Haizhen Mou, Graduate Chair, Johnson-Shoyama Graduate School of Public Policy

From: Graduate Programs Committee, CGPS

Date: September 14, 2018

Re: English Proficiency Admission Requirements for Graduate Programs in Johnson-Shoyama Graduate School of Public Policy (JSGS)

On September 6, 2018, the Graduate Programs Committee considered changes to the English proficiency requirements for admission to graduate programs in JSGS. This proposal resulted from recent changes to the CGPS English proficiency requirements to align the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) scores. The changes were effective for students entering programs on or after May 1, 2018. The changes are demonstrated in the chart below, with the requirements proposed for JSGS graduate programs highlighted. JSGS is proposing to reinstate the former minimum individual band score requirements on the TOEFL, while retaining the current overall test score requirement. JSGS is a single school operating at both the University of Regina and the University of Saskatchewan. This proposed change would align the English proficiency requirements at each campus.

The Graduate Programs Committee was satisfied with the proposal noting that English proficiency was significant in graduate programs in JSGS.

The following motion passed unanimously:

"To recommend approval of the changes to the English proficiency requirements for graduate programs in the Johnson-Shoyama Graduate School of Public Policy." Wasan/Wu CARRIED

	TOEFL		IELTS	
	Former	Current	Former	Current
Overall Test Score	80	86	6.5	6.5
Individual Band Score	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

Please see attached submission from JSGS.

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

:kc

Memorandum:

Date: June 25, 2018
From: Haizhen Mou, Graduate Chair
To: Kelly Clement, Graduate Programs Committee

Re: **English language proficiency admission standards**

The Johnson Shoyama Graduate School of Public Policy (JSGS) operates with a one-school, two campus model with respect to its academic programming, including student recruitment and admissions activities. On both the University of Saskatchewan and the University of Regina campuses, minimum English language proficiency requirements for graduate programming are set at the institutional level. More stringent standards can however be established for different faculties and/or programs.

Currently there is a disparity between the two campuses and we would like to align the English language proficiency admissions requirements between the two campuses, in a manner that meets the minimum requirements set at each institution. We therefore would like to recommend a minor change for the minimum admission requirement for the TOEFL exam and have the individual band score minimum be 20 instead of 19.

The current English proficiency requirements in JSGS are:

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

The change we would like reflected would indicate:

*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 A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Information and Policies.***

Please contact me if there are any questions or concerns at Haizhen.mou@usask.ca.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: New project-based Master of Science (M.Sc.) in Field Epidemiology

DECISION REQUESTED:

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

New fields of study for existing degree programs require approval by University Council.

CONTEXT AND BACKGROUND:

The department of Large Animal Clinical Sciences is proposing a project-based Master of Science (M.Sc.) program in Field Epidemiology. The program's focus on veterinary training in animal disease outbreaks will be the first of its kind in North America.

The program will be specific to veterinarians who have graduated from a Canadian or international recognized veterinary college, specifically those who want graduate training in applied epidemiology skills, such as outbreak investigation, evaluation of a surveillance program, risk assessment, risk communication, design epidemiologic studies for outbreak investigations, and statistical analysis for outbreak investigations.

The program will require 30 credit units of course work in addition to significant hands on training through the Disease Investigation Unit.

Students will be expected to complete the MSc degree and all required applied competencies within two years.

FURTHER ACTION REQUIRED:

The tuition associated with the program will be presented to the Board of Governors for approval at its December 2018 meeting.

ATTACHMENTS:

1. Proposal for project-based (non-thesis) Master of Science for students of the Department of Large Animal Clinical Sciences, WCVN

**Memorandum**

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

CC: Tasha Epp, Professor, Department of Large Animal Clinical Sciences

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

Date: September 25, 2018

Re: New project-based Master of Science in Field Epidemiology

The College of Graduate and Postdoctoral Studies is recommending approval of a new project-based Master of Science in Field Epidemiology. The proposed program would provide a unique and innovative training opportunity for veterinarians seeking advanced training in applied epidemiology skills, such as disease outbreak investigation and risk assessment. While the new program is unique, the programmatic requirements are consistent with existing project-based master's degrees in veterinary sciences at the UofS and comparator institutions.

The Graduate Programs Committee supported the program proposal on September 6, 2018, and the CGPS Executive Committee supported the program proposal on September 21, 2018. Consistent with the Academic and Curricular Changes Authority Chart, we are now seeking to have the program approved by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The full proposal, including appendices
- A copy of the response to the Notice of Intent
- A copy of the Notice of Intent
- The Consultation with the Registrar Form

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

:kc



Memorandum

To: Academic Programs Committee of Council (APC), Dr. Kenneth Fox, Chair
From: Executive Committee of CGPS, Dr. Trever Crowe, Chair
Date: September 21, 2018
Re: Proposal for new project-based Master of Science in Field Epidemiology

At the September 21, 2018, meeting of the Executive Committee (CGPS), the committee considered a proposal to for a new project-based Master of Science in Field Epidemiology. The Executive Committee supports the new program as proposed.

A member commented that this program would be a good contribution to OneHealth – and committee agreed to recommend that this program should be noted as such. No further questions or comments were heard.

“The Executive Committee approves the new Master of Science in Field Epidemiology.”
Pollack/Ferrari CARRIED

If you have any questions, please contact Lori Lisitza at lori.lisitza@usask.ca or 306-966-5759.

/ll



UNIVERSITY OF
SASKATCHEWAN

Memorandum

To: Executive Committee, CGPS

Copy: Tasha Epp, Professor, Department of Large Animal Clinical Sciences
Cheryl Waldner, Graduate Chair, Department of Large Animal Clinical Sciences

From: Graduate Programs Committee, CGPS

Date: September 14, 2018

Re: Proposal for new project-based Master of Science in Field Epidemiology

On September 6, 2018, the Graduate Programs Committee considered a proposal for a new project-based Master of Science in Field Epidemiology. The proposed program would provide advanced veterinary training for animal disease outbreaks. The proposed program would be an innovative offering in North America.

The proposal had been well-prepared for establishing the new program. The program would require 30 credit units of coursework, a research project, ethics and safety training.

The committee noted that the proposed program was rigorous with a significant research component, though the proponents had indicated the proposed program was less research-intensive than the thesis-based Master of Science program in the department.

While the program indicated low enrolment, it was noted that the resources for program delivery were already in place, and activities were being formalized through new course delivery.

Members appreciated that the proposed program could provide opportunity for program transferability.

The following motion passed unanimously:

“To recommend approval of the new Master of Science in Field Epidemiology.” McNair/Wu CARRIED

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

:kc



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

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

Degree(s): Master of Science (project based)

Field(s) of Specialization: Field Epidemiology (within Large Animal Clinical Sciences)

Level(s) of Concentration: Field Epidemiology

Option(s): Project-based (non-thesis) Master of Science

Degree College: College of Graduate and Postdoctoral Studies

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

Martha Smith, Acting Associate Dean, CGPS, 306-966-2229, kelly.clement@usask.ca

- **Tasha Epp, Associate Professor and Director of Centre for Applied Epidemiology, 306-966-6542 (T), 306-966-7159 (F), email: tasha.epp@usask.ca**
- **Cheryl Waldner, Professor and Graduate Chair (incoming July 2018), 306-966-7169 (T), 306-966-7159 (F), email: cheryl.waldner@usask.ca**
- **John Campbell, Professor, 306-966-7158 (T), 306-966-7159 (F), email: john.campbell@usask.ca**

Proposed date of implementation: September 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.*

The department of Large Animal Clinical Sciences (LAC) and the Centre for Applied Epidemiology (CAE) want to initiate a project-based (non-thesis) Master of Science graduate degree program with a specific focus on “field epidemiology”.

There are currently a number of Field Epidemiology Training Programs (FETPs) around the world that are focused on human disease outbreak training, with a few in Asia and the Pacific focused solely on veterinarians. Two local field epidemiology training program examples are the Canadian Field Epidemiology Training Program (FETP) through Public Health Agency of Canada in Ottawa, Ontario and the Epidemic Intelligence Officer program through the Center for Disease Control and Prevention in Atlanta, Georgia, USA. The Canadian FETP has accepted at most 1 veterinarian in each yearly cohort, but with a focus on human health outbreaks. This new non-thesis based Master’s program would be the first of its kind focused towards veterinarians and animal health disease outbreaks within North America.

- 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.*

Epidemiology was identified in the Third Integrated Plan of the Western College of Veterinary Medicine (WCVM) as one of its strengths to be promoted and supported. Over the last 15 years, the faculty and non-faculty contingent dedicated to epidemiology (research and teaching) within the WCVM has changed and grown, but the focus of field (applied) epidemiology has remained consistent. Expertise in epidemiology within the college exists within the department of Large Animal Clinical Sciences; however, application of epidemiology occurs across all species: domestic companion animal or livestock, and wildlife.

The LAC department’s mission is to “*educate veterinarians and veterinary students, conduct research, and publish scholarly work on health and management of large animals with the ultimate goal of improving the health and prosperity of Canadian society*”. This program would further graduate veterinary training and research that would directly impact the health of animals. In addition, the department houses the long standing ‘Disease Investigation Unit’ (DIU) which provides epidemiologic and laboratory support for veterinary practitioners in the field with disease outbreaks of unknown origin. The DIU would be integral to the hands-on learning in this new graduate training program.

The WCVM, whose mandate is to “*act as a centre of veterinary expertise and centre of veterinary research*”, is poised to lead training in applied epidemiology with the creation of the Centre for Applied Epidemiology (CAE). The Centre’s mandate is “*to provide leadership for education, research and practical application of applied*

epidemiology for improvements in public and animal health". Currently the Centre provides a "virtual place" for all Centre members who practice applied epidemiology within the College to come together but seeks to make our network of members more visible and recognizable as leaders in applied epidemiology nationally and internationally. The Centre has recently hired its first full-time employee, dedicated to bio-statistical consultation and furthering centre-related epidemiological initiatives.

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)

This program will be specific to veterinarians who have graduated from a Canadian or international recognized veterinary college; specifically, those who want graduate training with a specific focus on applied epidemiology skills (outbreak investigation, evaluation of a surveillance program, risk assessment, risk communication, design of epidemiologic studies for outbreak investigations, and statistical analysis for outbreak investigations). These skills are useful for practicing veterinarians but also for practice of animal or public health at provincial or federal government levels.

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

There are no similar or competing programs in the province or within Canada. There are 4 other veterinary colleges across Canada all with different focuses on teaching epidemiology but none specific to applied or field epidemiology. This veterinary field epidemiology training would be unique to Saskatchewan, and within Canada and North America.

The only other training programs in North America that are similar focus solely on human outbreaks – these include the Centre for Disease Control (CDC) in Atlanta's Epidemic Intelligence Services (EIS) training and Public Health Agency of Canada's (PHAC) Field Epidemiology Training Program (FETP). The goal of this new training program would be to connect with other FETP training programs, particularly across North America.

2. Admissions

a. What are the admissions requirements of this program?

- Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university, contingent on acceptance by CGPS
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Proof of English proficiency for international applicants and for applicants whose first language is not English.
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.

3. Description of the program

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

The goal of the proposed project-based (non-thesis) MSC program is to provide training in applied epidemiology skills or competencies (see subsequent descriptions for what these competencies are). The program's goal will be to provide specific emphasis on the knowledge and application of an epidemiologic skill set in real life disease occurrences. Each student will be assigned a single supervisor to ensure the students have completed the required course work and specific epidemiologic competencies.

The competency based projects will be applied and specific to animal disease outbreak investigations and/or animal health surveillance systems. Size and scope of the competencies required will allow completion of the program within 2 years of full time work. The program competencies and completion timeline are consistent with the human focused training programs within North America and abroad.

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.

In general, the teaching philosophy of the program is one of experiential, mentored learning with the development of practical self-directed learning skills in addition to required epidemiologic competencies. The graduate training program will combine self-directed learning, formal and informal instruction with a focus on application of epidemiologic skills in real life situations. As this is an applied program, preference for all learning will be in face-to-face format with very little option for distributed or distance learning.

Formal instruction will include lectures, workshops, or seminars. Informal learning will include mentor reading modules and self-directed learning opportunities. Applied or field opportunities will focus on building practical skills using real world examples. Students will be required to take an active role in the delivery and direction of their programs but in consultation of an advisory committee and within the purview of successful completion of the required competencies.

c. Provide an overview of the curriculum mapping.

As part of their graduate training, students will complete the following required courses:

Mandatory non-credit courses:

- GSR 960 and either GSR 961 or GSR 962 (online)
- Safety Orientation for Employees (Safety Resources online)
- Biosafety (Safety Resources online)
- VLAC 992 (enrolment in each academic term of program)
- VLAC 990 (enrolment in each academic term of program)

Credit courses (30 cu total)

- **Field Epidemiology competencies I and II (VLAC 809.9 and 810.9 , 18 cu): (see new course proposal forms)**

Completion of a new course covering the basic competencies of applied epidemiology in action called “Field Epidemiology Competencies I and II” respectively (9 cu per between September and June x 2 years with an interim grade given in December of each year (term 1) and a final grade at the end of June (within term 3) of each year). The 2 courses would cover 6 core competencies that all applied/field epidemiology graduates would need to master to be successful in the field. Students in the 2 year program must complete all of the following required competencies:

- Students will be required to at minimum evaluate an **animal health surveillance program**, however, this could be augmented to design, revision or implementation of an animal health surveillance system (year 1).
- Students will be required to **analyse and interpret a dataset** which may be a simulated dataset or part of an on-going research project conducted by another researcher (year 1).
- Students will be required to practice their **risk communication** skills by presenting an oral presentation for a scientific audience at a conference, workshop or seminar, in addition to the peer-reviewed publications previously mentioned. Students will also be required to communicate complex scientific concepts to a lay audience through an industry meeting or public session (year 1).
- Students will participate in **field investigations** undertaken by the Disease Investigation Unit within the department (minimum of 2 investigations) with the expectation that they write a report on every investigation they participate in (year 2).
- Students will be required to understand the process of **risk assessment**, qualitative or quantitative and complete a risk assessment project (year 2).
- Students will be required to perform a **diagnostic test evaluation** at the population level; this may be applied to a laboratory diagnostic test or a questionnaire (year 2).

These 2 course will entail a) reading module for background preparation for each competency, or b) engaging in a workshop or learning opportunity for each competency and c) completion of a practical application (deliverable) for each competency.

- **Foundational knowledge and expertise (12 cu):** Courses will be offered within the department, in other departments of the WCVI and other units on campus. Course(s) must equal 12 credit units and must include the following:
 - VLAC 808.3 Introduction to Veterinary Epidemiology, or equivalent introductory epidemiology class (3 cu) (year 1, term 1)

- VLAC 812.2 Clinical Research Statistical Analysis (2 cu, see course modification form) and VLAC 813.1 Advanced Clinical Research Statistical Analysis (1 cu, see course modification form), or equivalent introductory biostatistical class (3 cu total) (year 1, term 1 and/or 2).
- PUBH 809.3 Field Epidemiology (3 cu) (year 2, term 1)
- One elective (3 cu) to be decided by the student's committee

Informal Learning Environments

Students will be required to participate in rounds comprised of sessions in conjunction with other partner organizations of TEPHINET (Training Programs in Epidemiology and Public Health Interventions Network) on a monthly basis. These monthly rounds may include teleconference or webex participation with PHAC FETP or CDC EIS program seminar series, Animal Determinants of Emerging Diseases (ADED) or CDC Grand Rounds (Webinars).

Supervision and mentoring

Supervisory support is essential in the completion of any graduate degree. The student's committee will be comprised of the supervisor, the grad chair, and at least one other committee member. Each student will have two advisory committee meetings per year (May, Nov), each year of your program. One week prior to each meeting, the student will prepare and distribution of the updated LACS Grad Student Document outlining the progress they have made in the preceding 6 months, and their work plan for the subsequent 6 months.

In addition, students in year 2 of the program will be involved in mentoring students in year 1, specifically for field investigations. While year 2 students will be given the opportunity to take lead roles in outbreak investigations, year 1 students will only be allowed on 'accompanying role' to gain experience in a field investigation.

Manuscript and final program log defence

Students are required to prepare (at minimum) 1 publication-quality manuscript (preferably pertaining to an outbreak investigation). The manuscript must be at minimum properly formatted for an appropriate target journal at the time of completion of the program with the intent to publish.

Students will prepare a log of their program, details focusing on the skill set pertaining to applied epidemiology that they have developed during their program. A defence will consist of a public seminar pertaining to a competency or a summary of their program activities/competencies and an oral examination to follow. The oral defence will take the form of a critical review of competencies conducted by the student's committee plus an external examiner.

Timelines

Students are expected to complete MSc degree and all required applied competencies within two years.

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

Students will acquire skills and knowledge in a number of learning environments, from formal classroom to informal or self-directed learning to experiential or field opportunities. Classroom sessions will prepare the students by providing instruction in basic and applied epidemiology, biostatistics and different types of assessments. Other than the 2 new “foundational” classes, all other epidemiology classes are already taught for graduate students across the University campus. Informal or self-directed learning opportunities will help to solidify the competency concepts prior to attempting application with specific practical opportunities. The practical field opportunities will challenge the students to apply the theoretical knowledge in real world situations. Participation in epidemiological rounds will provide the students an opportunity to network and connect to other field epidemiology students around the world. A critical review of competencies will be conducted by an oral questioning by veterinary peers, supervisors/examiners (with or without external reviewers) at the end of the student’s program.

e. Explain the comprehensive breadth of the program.

The program will first and foremost adhere to the structure and intent of the University of Saskatchewan’s project-based Master of Science programs. It has been structured to resemble the already existing project based Master of Science that exists within the department for the clinical residents.

The breadth of the program is intended to be similar to already established FETP programs around the world regarding competencies and experience. The intent will be to have the program recognized internationally by TEPHINET.

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

Discovery Goals

While formal instruction will be an important part of the training program, a substantial focus will be on the development of self-directed learning by readings and other learning opportunities and involvement in field training opportunities. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought.

Knowledge Goals

The combination of formal and informal instruction and applied field opportunities will provide comprehensive specialty training in veterinary field epidemiology. A thorough understanding of the scientific literature is expected as part of their post-graduate degree. 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 students dealing with outbreak situations.

Integrity Goals

Veterinary medicine is a highly regarded profession, largely because of the high standards of trust and integrity that are maintained by the self-regulating profession. Maintenance of high moral and ethical standards is the guiding principle interwoven into most daily clinical activities. The Saskatchewan Veterinary Medical Association will serve as an external organization through which ethical standards and morals will be assessed if called into question.

Skills Goals

There are 6 recognized competencies or skill sets that every veterinary field epidemiology graduate should master: outbreak investigation, data analysis, risk communication, risk assessment, surveillance assessment and diagnostic test evaluation. The competency deliverables identified in the Field Epidemiology competencies course are designed to ensure that a graduate develops each of these skills within their program.

Communication skills will be developed and assessed on an ongoing basis as it is a founding competency of field epidemiology. Students must communicate directly with lay personnel in outbreak situations, Canadian Food Inspection Agency employees in case of foreign animal diseases and other veterinarians involved in the outbreaks. Through this, they will learn to communicate (oral and written) effectively at a level appropriate for the individual or group they are addressing.

Communication skills also pertain to effective written communication. As such, publishable papers are a component of the deliverables at the end 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).

Students entering this program will require a DVM or equivalent veterinary degree from a Canadian or internationally recognized veterinary institution. Application will be made directly to the department. Once accepted, students will be assigned or can choose a veterinary epidemiologist as a supervisor to ensure completion of the required components of the program effectively.

Opportunities for transfer into and out of the program from other Universities or colleges units are very limited. However, should students prefer to challenge themselves with more intensive research focus, they may request a transfer to the

thesis-based MSc program upon successfully identifying a supervisor and a research focus.

- 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.*

It is expected that a high proportion of students will be first (lead) authors on the manuscript that can be published in respected journals in their discipline. Follow-up with students will determine the successful integration of these highly trained individuals into respective employment opportunities, such as government public and animal health opportunities.

- 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.*

There is no accreditation or certification for this project-based MSc program, rather there is the possibility that the program can be recognized by other FETP within the international TEPHINET community.

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 proposed program is similar to other project based masters programs on campus. Compared to a regular thesis based MSc program, it is less research intensive, has a substantial requirement for applied or field epidemiology training, and requires publication ready project specific manuscript(s) rather than the completion of a thesis.

The program will mostly incorporate already existing or modified classes that are used by the WCVM MSc project-based residency program (LAC and SAC), WCVM MSc thesis-based programs in epidemiology within the department (LAC), Community Health and Epidemiology and the School of Public Health. Any of the classes that are used through the School of Public Health from an epidemiology perspective are currently taught by faculty within the veterinary school that act as joint faculty within the School of Public Health. Via this arrangement, our graduate students have access to these courses without the need for consultation about this new proposed program through our college. It should be noted that competency related modules will be accessible by non-program veterinary graduate students through a VLAC course called Special Field Experiences. However, students in any college other than veterinary medicine will not be able to access the program as it is specific to those with veterinary credentials. It is possible that competency specific workshop offerings by the Centre for Applied Epidemiology will be created and open to non-program students.

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

Consultation has been with the members of the department with specific focus on epidemiology, i.e. veterinary epidemiologists, the Disease Investigation Unit Director and the Centre for Applied Epidemiology Director and Assistant Director of Operations. It was through a series of discussions that the Notice of Intent and now the formal proposal to the Graduate Academic's Committee was completed.

The LACS grad chair and the Dean of the WCVM have also been consulted. In addition, other departments within the WCVM that utilize epidemiology classes (i.e. particularly 811.1, 812.2 and 813.1) have been consulted as well. The consultation memos and any support letters have been attached as appendix 3 and 6.

- 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.*

Presently, all of the courses listed in the proposed plan are or will be taught by the veterinary epidemiologists or field service clinicians with epidemiology training employed within the LACS department. This includes epidemiology-related courses (PUBH 809 Field Epidemiology; PUBH 832 Infectious Disease Epidemiology; PUBH 800 Introduction to Epidemiology) offered through the School of Public Health. The only specifically trained epidemiologist (PhD specific to epidemiology) within the School of Public Health is a 50% joint member with primary appointment in the department of Large Animal Clinical Sciences. If these classes no longer be offered, other arrangements for equivalent courses would have to be finalized.

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

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

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

Consultation with outside organizations that might use the program for further training have occurred, i.e. Canadian Food Inspection Agency. The Agency was very supportive of opportunities to further train their personnel in field epidemiology specific competencies.

At an upcoming PHAC FETP meeting in June 2018, consultation with this program on how a partnership might look between their existing program and our new proposed program will be explored. This program development is not contingent on this partnership, so this meeting was not scheduled prior to this proposal finalization.

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).*

There are currently 2 full time veterinary epidemiologists within the department that cover the majority of graduate level epidemiology courses within the department and the School of Public Health (100% each specific to epidemiology teaching and research). Whether this training program is created or not will not change the teaching level of these 2 faculty as the classes already exist. The existing assistant Director of the Centre for Applied Epidemiology is a resource that can be utilized to offset teaching load as this would fulfil the job description of supporting epidemiological initiatives.

There are a number of field service clinicians with training in epidemiology (2 -3) that will also contribute time through the Disease Investigation Unit and the offering of the Clinical Statistics courses (10-25%). There are approximately 20 outbreak investigations within a year, with different department faculty involved depending on species and outbreak circumstances. In addition, the Centre for Applied Epidemiology has a full time employee that provides bio-statistical consultation for the college (50%) and epidemiology expertise in project management (50%). Any of these faculty (epidemiology or field service clinicians with epidemiology training) will be capable of supervising students in the program.

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

Not applicable, as the course being taught will be contributing to the training program being established.

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

Little to no impact. The teaching assignments will remain the same for graduate level epidemiology courses. The new Field Epidemiology Competencies course (VLAC 809.9 and 810.9) will mainly consist of self-directed reading modules, utilization of established workshops or other learning opportunities to augment the students' formal and informal instruction prior to application of theory into a practical experience. This will be supervised by their individually appointed MSc project-based supervisor which will be one of the two epidemiologists in the department or one of the field service clinicians with a field epidemiology focus. The supervision of a graduate student is part of all of these individuals' job descriptions. Students entering into a thesis-based MSc within the department have typically been high achieving individuals that are self-driven learners. A number of the thesis based students positions will be offset by these non-thesis based students instead. This is not expected to differ from the student(s) entering this project- based MSc.

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

No impacts. The budget allocations will be similar to those of the MSc thesis-based or project-based MSc programs already in existence in the college. The space allocation in the college for class room availability is not an issue as the classes are either already scheduled classes or will be one-on-one with the student which can be accomplished in the supervisor's office space.

- 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?*

One primary scholarship/fellowship is available to the students and is managed through the WCVM Associate Dean Research. The Interprovincial Graduate Students Fellowship (IPGF) provides \$30-35K per year for Canadian Veterinarians (or eligible Canadian residents with a veterinary degree from a recognized international institution) for the duration of the program.

All outbreak related costs (including travel for disease investigations) will be covered under the operating funds for the DIU.

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

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

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

We do not anticipate any changes are required with regard to the tuition model that is currently used for other programs within the department, including the MSc project-based non-thesis clinical residency program.

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

The enrolment target for this program will be 1 – 2 students per year. This will maintain a reasonable outbreak investigation case load for the students to participate in over the course of the program. It is expected that we would reach this target within the first year of offering and may have to turn students away. It is feasible to have no students apply for the program in any given year with the expectation that less than 1 student every 3 years would make the program potentially not feasible to maintain.

Over the past year, we have had a PHAC FETP individual training within our department, through a collaboration between the Centre for Applied Epidemiology and the Public Health Agency of Canada Zoonoses Division. It has provided a chance to gauge the inner workings of an existing FETP program within the University context as well as how the veterinary training program could benefit from existing PHAC learning modules.

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

No change required (compared to MSc project-based non-thesis clinical residency program already within the department or the MSc thesis based within the department).

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

The enrolment numbers of 1-2 students will be sustainable because the courses are already taught for other graduate programs, and the Disease Investigation Unit already exists and runs effectively. More than 3 students would be too onerous on the DIU and would dilute out the number of outbreaks any one graduate student would be able to assist with. Therefore the student enrolment has been capped at 1 - 2 students per year.

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

No change required (compared to MSc project-based non-thesis clinical residency program already within the department).

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

No change required (compared to MSc project-based non-thesis clinical residency program already within the department).

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 (Deans Advisory group)
- 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 - CGPS
- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms x2 (new and modifications)
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form – N/A
- Library Requirements form – N/A
- Physical Resource Requirements form – N/A
- Budget Consultation form – CGPS

Appendix 1: Catalogue entry

Master of Science (M.Sc.) – Project-option; Focus in Field Epidemiology

Admission Requirements

- Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university, contingent on acceptance by CGPS
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Proof of English proficiency for international applicants and for applicants whose first language is not English.
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.

Degree Requirements

Students must maintain continuous registration in the 992 course.

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- a minimum of 30 credit units:
 - 18 cu pertaining to epidemiology skill-competency (Field Epidemiology Competencies 1 and 2)
 - 12 cu pertaining to skill development and discipline-specific, foundational knowledge/expertise
- VLAC 992.0
- VLAC 990.0

Appendix 2: Responses to the University of Saskatchewan Planning and Priorities Committee comments

The excerpts are from the Memorandum dated April 24, 2018 from the Planning and Priorities committee response to the Notice of Intent for a Master of Science (non-thesis) in Field Epidemiology

“The inclusion of a cost-benefit analysis in the full program proposal is recommended, given the planned low student enrolment of one to two students per year. The analysis should include the technical and other related support costs. An indication that the program is an institutional priority for the WCVM is also suggested for inclusion in the full program proposal. The value of the program to those individuals registered in the program is not questioned, and the committee understands that enrolment numbers are by necessity small, due to the program requirement that students engage in a disease outbreak investigation in the field. However, the committee was concerned about the capacity of the faculty instructors to offer the program on an individualized basis as planned, and that the draw on faculty resources will likely be greater than anticipated.”

While it is recognized that it does not seem possible to add an additional program without increasing the workload of faculty, we truly feel that this is possible in this circumstance. Over the past year, the Centre for Applied Epidemiology has staffed its first full time employee dedicated to bio-statistical consultation and epidemiological support. This supportive was crucial to the development and broadening of the epidemiology initiatives within the LACS department. In addition, faculty within this department may prefer to take on non-thesis based students instead of thesis-based students. Most of our students take on projects with real world focus for which there is significant engagement of their supervisors or other supportive faculty or organizations in the data collection. In conclusion, this program will work to capitalize on existing FETP programs, existing formal and informal learning opportunities for students and supportive positions within and outside of the college that do not further tax the epidemiology faculty within the LACS department. We have begun this process through the collaborative FETP PHAC placement that exists between the Centre for Applied Epidemiology and the Public Health Agency of Canada Zoonoses Division. It is through partnerships such as this that this program will be possible to undertake without substantial draw on the current and future faculty.

“The committee also asks that proponents consider how they might fill the gap for epidemiologically-trained veterinarians in North America, given that the program appears to be intended for Canadian-educated veterinarians and focused regionally on applicants from the Canadian Food Inspection Agency on campus. Although similar programs exist for human health, the proposed program presents a unique opportunity to offer a program of this type in North America for animal health.”

The proposed pool of applicants for this program is not just aimed at North America nor specifically Canada. Any veterinarian with a degree from a recognized veterinary school internationally will be capable of applying to the program. English proficiency will be required for those where english is not their first language. There was particular reference to the Canadian Food Inspection Agency as this agency would be a potential pool of applicants but in no way is this the sole applicant pool of focus.

Appendix 3: Letter of recommendation from the WCVM Deans

Appendix 4: Draft syllabi – (new) Field Epidemiology Competencies 1 and 2

 UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form
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This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:

2. Information required for the Catalogue

2.1 Label & Number of course: [VLAC 809.9](#)

2.2 Title of course: [Field Epidemiology Competencies I](#)

2.3 Total Hours: Lecture Seminar Lab Tutorial [Other](#)

2.4 Weekly Hours: Lecture Seminar Lab Tutorial [Other](#)

2.5 Term in which it will be offered: T1 T2 T1 or T2 [T1 and T2](#)

2.6 Prerequisite: [A DVM or equivalent, and enrolment in the MSc project-based \(non-thesis\) focused on applied/field epidemiology training.](#)

2.7 Calendar description:

[This course provides applied epidemiology training for graduate students enrolled in the first year of field epidemiology focused project-based \(non-thesis\) MSc degree. The goal is to prepare students through applied opportunities to master skills in applied epidemiology and complete the required list of competency outcomes. In addition to field training opportunities, students will receive formal and informal instruction in the form of weekly epidemiologic rounds in conjunction with other Field Epidemiology](#)

Training Program (FETP) groups across North America (human health focused). Grading is based on the graduate students' completion of the required competencies, their participation and performance in structured learning opportunities and their ability to communicate appropriately with peers, veterinarians, and the lay public involved in outbreak investigations.

2.8 Any additional notes

3. Rationale for introducing this course.

Students taking the MSc project-based (non-thesis) in field epidemiology have a set of competencies that are required to be completed in order to showcase the learning of applied skills throughout their program. This course provides the setting to complete 3 of those competencies and receive formal grading for their attempts.

4. Learning Objectives for this course.

By the completion of the course, students are expected to:

1. Demonstrate the ability to summarize, analyse and interpret the output from a research dataset.
2. Demonstrate an understanding of design, implementation and evaluation of an animal health surveillance system.
3. Demonstrate the ability to communicate risk to various audiences, from peers to lay public.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **None**

Course(s) for which this course will be a prerequisite? **None**

Is this course to be required by your majors, or by majors in another program? **No**

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

This course will run from September to June with an interim assessment at the end of term 1 and a final assessment at the end of June..

Students will receive a formal training session within the first week detailing the procedures of the Disease Investigation Unit, how to submit samples to the laboratory and how to complete the skills self-assessment.

The majority of time will be spent completing the competencies listed in the objectives and grading section. Other formal and informal educational opportunities will be sought out to gain the theoretical background required to complete the competencies.

Other structured sessions within this course consist of:

- weekly rounds in conjunction with another FETP program (depending on the content and availability to join electronically)
- weekly epidemiology outbreak case discussions with peers (fellow epidemiology students within the MSc project based or MSc thesis-based stream focusing on epidemiology)

8. Enrolment.

Expected enrollment: 1-3 students per year

From which colleges? Only the Western College of Veterinary Medicine specifically the MSc project-based (non-thesis) in field epidemiology within the department of Large Animal Clinical Sciences

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

The following competency outcomes will be graded accordingly:

- Data analysis and presentation –35%
 - Students will be graded on their descriptive and analytical evaluation of the dataset. They will be expected to write up the materials and methods and results section as for a peer-reviewed publication in conjunction with the researcher from whom the dataset was supplied.
- Surveillance assessment – 35%
 - Students will be expected to either evaluate, revise or design a surveillance system for an animal health disease or condition of interest. In the event that a real life example is available, the student will have to liaise with the respective organization making the request.
- Risk Communication – 30%

- Students will be required to give an oral presentation on an outbreak, surveillance project or other topic of interest to a lay public meeting and to a peer-group within an academic setting.

There are no midterm or final examinations for this course. Student performance is assessed on an ongoing basis with opportunities for students to do more than the minimum required elements. Many of the components of the required competencies involved team environments, as such participation and ability to work in groups will be evaluated within those specific tasks.

Students are expected to take an active role in their education and there is an expectation for a fair amount of independent study. Students will be expected to complete a self-assessment at the beginning and end of every term to assess if they are meeting their goals of acquiring the necessary applied epidemiologic skills and knowledge. A suitable self-assessment guide is attached as reference.

Information on literal descriptors for grading graduate students at the University of Saskatchewan can be found at: <http://www.usask.ca/cgsr/policy-andprocedure/examinations.php> – 1.

90-100 Exceptional	A superior performance with consistent strong evidence of: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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; • 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 related to the subject matter
60-69 Poor	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> • a basic grasp of the subject matter; • some understanding of the basic issues; • some familiarity with the relevant literature & techniques; • some ability to develop solutions to moderately difficult problems related to the subject matter; • some ability to examine the material in a critical & analytical manner
<60 Failure	An unacceptable performance

10. Required text:

Include a bibliography for the course.

- **Epidemiology for Field Veterinarians: An Introduction. Even Sargeant and Nigel Perkins. CABI: Oxfordshire, UK, 2015.**
- **Methods in Field Epidemiology. Pia DM MacDonald. Jones and Bartlett Learning: Burlington, MA, USA. 2012.**
- **Field Epidemiology. 3rd edition. Michael Gregg. Oxford University Press: New York, USA. 2008.**

11. Resources.

Proposed instructor:

- Tasha Epp, DVM, PhD; tasha.epp@usask.ca; 206-966-6542 (office)
- Cheryl Waldner, DVM, PhD; Cheryl.waldner@usask.ca; 306-966-7169 (office)
- Assisted by: Sarah Parker, DVM, MVetSc, PhD; sarah.parker@usask.ca, 306-966-1996 (office), manager DIU

How does the department plan to handle the additional teaching or administrative workload?

Are sufficient library or other research resources available for this course? [Yes](#)

Are any additional resources required (library, audio-visual, technology, etc.)? [No](#)

12. Date of Implementation:

To be offered: [annually](#) biennially other

FIELD EPIDEMIOLOGY COMPETENCIES I

VLAC 809.9

Course Coordinator: Dr. Tasha Epp, ext 6542; tasha.epp@usask.ca

Place and Times: September to June

Description:

This is a comprehensive course designed to provide background learning and experiential opportunities to apply the theoretical concepts in real life situations.

This course provides applied epidemiology training for graduate students enrolled in the first year of field epidemiology focused project-based (non-thesis) MSc degree. The goal is to prepare students through applied opportunities to master skills in applied epidemiology and complete the required list of competency outcomes. In addition to field training opportunities, students will receive formal and informal instruction in the form of weekly epidemiologic rounds in conjunction with other Field Epidemiology Training Program (FETP) groups across North America (human health focused). Grading is based on the graduate students' completion of the required competencies, their participation and performance in structured learning opportunities and their ability to communicate appropriately with peers, veterinarians, and the lay public involved in outbreak investigations.

Objectives

Students who complete this course should be able to:

- Demonstrate the ability to summarize, analyse and interpret the output from a research dataset.
- Demonstrate an understanding of design, implementation and evaluation of an animal health surveillance system.

- Demonstrate the ability to communicate risk to various audiences, from peers to lay public.

Course Approach

Field Epidemiology Competencies is offered as a semi-structured learning environment that encompasses formal and informal learning opportunities.

Prerequisites:

There are no specific prerequisites for this course; however, it is reserved for students enrolled in the Master of Science (Field Epidemiology) project-based program. If students outside of this program would wish to take or learn components listed in the syllabus, please consult with epidemiology faculty in the Large Animal Clinical Sciences about the Special Field Experiences course instead (VLAC 803.6).

Epidemiology Competencies:

Students are expected to take an active role in their education and there is an expectation for a fair amount of independent study. Students will be expected to complete a self-assessment at the beginning and end of every year to assess if they are meeting their goals of acquiring the necessary applied epidemiologic skills and knowledge. A suitable self-assessment guide is attached as reference.

Students will be expected to complete either a reading module or a workshop/training opportunity to gather the required background learning of the theory behind each of the competencies. Assistance in planning the learning plan will be in consultation with the supervisor and/or instructor of this course.

- Summarize, analyse and interpret the output from a research dataset.
 - a. Readings from: Dohoo I, Martin W and Stryhn H. Veterinary Epidemiologic Research, 2nd edition. VER:Charlottetown, PEI, 2009.
 - b. Possible workshop opportunities:
- Design, implementation and evaluation of an animal health surveillance system.
 - a. Readings from: Salman M (ed). Animal Disease Surveillance and Survey Systems: Methods and Applications. Iowa State Publishing: Ames, Iowa, 2003.
 - b. Possible workshop opportunities:
- Communicate risk to various audiences, from peers to lay public.

- a. Readings from: Lundgren RE and McMakin AH. Risk Communication: A handbook for communicating environmental, safety and health risk, 5th edition. IEEE Press:Piscataway, NJ, 2013.
- b. Possible workshop opportunities:

Completion of the required competencies will result in a specific deliverable, tailored to each student in the course. Deliverables will be preferably developed based in real life situations and be accompanied by set timelines. Some situations will be developed within the University research environment while others may be developed in conjunction with outside organizations. Adherence to deadlines and deliverables is an essential component to completing the learning objectives for this course.

Evaluation Methods:

There are no midterm or final examinations for this course. Student performance is assessed on an ongoing basis with opportunities for students to do more than the minimum required elements. Many of the components of the required competencies involved team environments, as such participation and ability to work in groups will be evaluated within those specific tasks.

The following competency outcomes will be graded accordingly:

- Data analysis and presentation –35%
 - Students will be graded on their descriptive and analytical evaluation of the dataset. They will be expected to write up the materials and methods and results section as for a peer-reviewed publication in conjunction with the researcher from whom the dataset was supplied.
 - Adherence to specific deadlines will be incorporated into the final mark.
- Surveillance assessment – 35%
 - Students will be expected to either evaluate, revise or design a surveillance system for an animal health disease or condition of interest.
 - In the event that a real life example is available, the student will have to liaise with the respective organization making the request. Marks will reflect the professionalism of this interaction.
 - Adherence to specific deadlines will be incorporated into the final mark.
- Risk Communication – 30%
 - Students will be required to give an oral presentation on an outbreak, surveillance project or other topic of interest to a lay public meeting and to a peer-group within an academic setting.

- Students will also be graded on written communications and deliverables that accompany all other competencies in this course.

Information on literal descriptors for grading graduate students at the University of Saskatchewan can be found at: <http://www.usask.ca/cgsr/policy-andprocedure/examinations.php> – 1.

90-100 Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> • 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	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> • 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	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> • 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; • 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 related to the subject matter
60-69 Poor	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> • a basic grasp of the subject matter; • some understanding of the basic issues; • some familiarity with the relevant literature & techniques; • some ability to develop solutions to moderately difficult problems related to the subject matter; • some ability to examine the material in a critical & analytical manner
<60 Failure	An unacceptable performance

 UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form
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This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:

2. Information required for the Catalogue

2.1 Label & Number of course: [VLAC 810.9](#)

2.2 Title of course: [Field Epidemiology Competencies II](#)

2.3 Total Hours: Lecture Seminar Lab Tutorial [Other](#)

2.4 Weekly Hours: Lecture Seminar Lab Tutorial [Other](#)

2.5 Term in which it will be offered: T1 T2 T1 or T2 [T1 and T2](#)

2.6 Prerequisite: [A DVM or equivalent, and enrolment in the MSc project-based \(non-thesis\) focused on applied/field epidemiology training with successful completion of Field Epidemiology Competencies I.](#)

2.7 Calendar description:

[This course provides applied epidemiology training for graduate students enrolled in the second year of field epidemiology focused project-based \(non-thesis\) MSc degree. The goal is to prepare students through applied opportunities to master skills in applied epidemiology and complete the required list of competency outcomes. In addition to field training opportunities, students will receive formal and informal](#)

instruction in the form of weekly epidemiologic rounds in conjunction with other Field Epidemiology Training Program (FETP) groups across North America (human health focused). Grading is based on the graduate students' completion of the required competencies, their participation and performance in structured learning opportunities and their ability to communicate appropriately with peers, veterinarians, and the lay public involved in outbreak investigations.

2.8 Any additional notes

3. Rationale for introducing this course.

Students taking the MSc project-based (non-thesis) in field epidemiology have a set of competencies that are required to be completed in order to showcase the learning of applied skills throughout their program. This course provides the setting to complete 3 of those competencies and receive formal grading for their attempts.

4. Learning Objectives for this course.

By the completion of the course, students are expected to:

4. Demonstrate appropriate knowledge and application of basic epidemiology, including outbreak investigation skills, within field investigations undertaken by the Disease Investigation Unit.
 - a. Understand descriptive epidemiology of communicable diseases including recognition of an outbreak event.
 - b. Be familiar with methods for outbreak investigation, including examples of case-control and cohort study approaches.
 - c. Develop skills in recognizing and evaluating clusters of non-communicable and communicable diseases.
 - d. Understand mass and targeted disease control strategies in animal groups.
 - e. To develop skills in questionnaire development and data analysis using personal computer software.
 - f. Understand the laboratory role, as well as other sciences in outbreak investigations
5. Demonstrate the understanding of the process of a risk assessment, qualitative or quantitative and ability to complete a formal risk assessment on a real life situation.
6. Demonstrate the ability to perform a diagnostic test evaluation at the population level.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **None**

Course(s) for which this course will be a prerequisite? **None**

Is this course to be required by your majors, or by majors in another program? **No**

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

This course will run from September to June with an interim assessment at the end of term 1 and a final assessment at the end of June..

Students will receive a formal training session within the first week detailing the procedures of the Disease Investigation Unit, and how to submit samples to the laboratory.

The majority of time will be spent completing the competencies listed in the objectives and grading section. In this year, the students will participate in as many outbreak investigations as become available in conjunction with the lead faculty for each outbreak investigation.

Other structured sessions within this course consist of:

- weekly rounds in conjunction with another FETP program (depending on the content and availability to join electronically)
- weekly epidemiology outbreak case discussions with peers (fellow epidemiology students within the MSc project based or MSc thesis-based stream focusing on epidemiology)

8. Enrolment.

Expected enrollment: **1-3 students per year**

From which colleges? **Only the Western College of Veterinary Medicine specifically the MSc project-based (non-thesis) in field epidemiology within the department of Large Animal Clinical Sciences**

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

The following competency outcomes will be graded accordingly:

- **Outbreak investigation reports – 40%**

- Students will be expected to write up an outbreak investigation report for every outbreak that they are involved with. Two of these outbreak reports will be selected to be written up for publication in an appropriate peer-reviewed journal.
- Risk assessment project – 30%
 - Students will be graded on their completion of a formal risk assessment, either qualitative or quantitative in design. They will be expected to write up assessment as a formal report for the faculty member or organization to which the assessment pertains. In the event that a real life example is available, the student will have to liaise with the respective organization making the request.
- Diagnostic Test evaluation – 30%
 - Students will be expected to conduct a diagnostic test evaluation at the population level for an animal disease or health condition of interest. This evaluation could also be done on a questionnaire to assess for misclassification bias. In the event that a real life example is available, the student will have to liaise with the respective organization making the request.

There are no midterm or final examinations for this course. Student performance is assessed on an ongoing basis with opportunities for students to do more than the minimum required elements. Many of the components of the required competencies involved team environments, as such participation and ability to work in groups will be evaluated within those specific tasks.

Students are expected to take an active role in their education and there is an expectation for a fair amount of independent study. Students will be expected to complete a self-assessment at the beginning and end of every term to assess if they are meeting their goals of acquiring the necessary applied epidemiologic skills and knowledge. A suitable self-assessment guide is attached as reference.

Information on literal descriptors for grading graduate students at the University of Saskatchewan can be found at: <http://www.usask.ca/cqsr/policy-andprocedure/examinations.php> – 1.

90-100 Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> • 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	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> • 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	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> • 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; • 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 related to the subject matter
60-69 Poor	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> • a basic grasp of the subject matter; • some understanding of the basic issues; • some familiarity with the relevant literature & techniques; • some ability to develop solutions to moderately difficult problems related to the subject matter; • some ability to examine the material in a critical & analytical manner
<60 Failure	An unacceptable performance

10. Required text:

Include a bibliography for the course.

- **Epidemiology for Field Veterinarians: An Introduction. Even Sargeant and Nigel Perkins. CABI: Oxfordshire, UK, 2015.**
- **Methods in Field Epidemiology. Pia DM MacDonald. Jones and Bartlett Learning: Burlington, MA, USA. 2012.**
- **Field Epidemiology. 3rd edition. Michael Gregg. Oxford University Press: New York, USA. 2008.**

11. Resources.

Proposed instructor:

- Tasha Epp, DVM, PhD; tasha.epp@usask.ca; 206-966-6542 (office)
- Cheryl Waldner, DVM, PhD; Cheryl.waldner@usask.ca; 306-966-7169 (office)
- Assisted by: Sarah Parker, DVM, MVetSc, PhD; sarah.parker@usask.ca, 306-966-1996 (office), manager DIU

How does the department plan to handle the additional teaching or administrative workload?

Are sufficient library or other research resources available for this course? [Yes](#)

Are any additional resources required (library, audio-visual, technology, etc.)? [No](#)

12. Date of Implementation:

To be offered: [annually](#) biennially other

FIELD EPIDEMIOLOGY COMPETENCIES II

VLAC 810.9

Course Instructors: Dr. Tasha Epp, ext 6542; tasha.epp@usask.ca

Place and Times:

Description:

This is a comprehensive course designed to provide background learning and experiential opportunities to apply the theoretical concepts in real life situations.

Objectives

Students who complete this course should be able to:

- Demonstrate appropriate knowledge and application of basic epidemiology, including outbreak investigation skills, within field investigations undertaken by the Disease Investigation Unit.
 - Understand descriptive epidemiology of communicable diseases including recognition of an outbreak event.
 - Be familiar with methods for outbreak investigation, including examples of case-control and cohort study approaches.
 - Develop skills in recognizing and evaluating clusters of non-communicable and communicable diseases.
 - Understand mass and targeted disease control strategies in animal groups.
 - To develop skills in questionnaire development and data analysis using personal computer software.
 - Understand the laboratory role, as well as other sciences in outbreak investigations

- Demonstrate the understanding of the process of a risk assessment, qualitative or quantitative and ability to complete a formal risk assessment on a real life situation.
- Demonstrate the ability to perform a diagnostic test evaluation at the population level.

Course Approach

Field Epidemiology Competencies is offered as a semi-structured learning environment that encompasses formal and informal learning opportunities.

Prerequisites:

Completion of Field Epidemiology Competencies I is required. Additionally, it is reserved for students enrolled in the Master of Science (Field Epidemiology) project-based program. If students outside of this program would wish to take or learn components listed in the syllabus, please consult with epidemiology faculty in the Large Animal Clinical Sciences about the Special Field Experiences course instead (VLAC 803.6).

Epidemiology Competencies:

Students are expected to take an active role in their education and there is an expectation for a fair amount of independent study. Students will be expected to complete a self-assessment at the beginning and end of every year to assess if they are meeting their goals of acquiring the necessary applied epidemiologic skills and knowledge. A suitable self-assessment guide is attached as reference.

Students will be expected to complete either a reading module or a workshop/training opportunity to gather the required background learning of the theory behind each of the competencies. Assistance in planning the learning plan will be in consultation with the supervisor and/or instructor of this course.

- Application of basic epidemiology, including outbreak investigation skills, within field investigations undertaken by the Disease Investigation Unit.
 - a. Readings from: Sargeant E and Perkins N. Epidemiology for Field Veterinarians: An Introduction. CABI:Oxfordshire, Englan, 2015.
 - b. Possible workshop opportunities:

- Process of a risk assessment, qualitative or quantitative.
 - a. Readings from:
 - b. Possible workshop opportunities:
- Perform a diagnostic test evaluation at the population level.
 - a. Readings from:
 - b. Possible workshop opportunities:

Completion of the required competencies will result in a specific deliverable, tailored to each student in the course. Deliverables will be preferably developed based in real life situations and be accompanied by set timelines. Some situations will be developed within the University research environment while others may be developed in conjunction with outside organizations. Adherence to deadlines and deliverables is an essential component to completing the learning objectives for this course.

Evaluation Methods:

There are no midterm or final examinations for this course. Student performance is assessed on an ongoing basis with opportunities for students to do more than the minimum required elements. Many of the components of the required competencies involved team environments, as such participation and ability to work in groups will be evaluated within those specific tasks.

The following competency outcomes will be graded accordingly:

- Outbreak investigation reports – 40%
 - Students will be expected to write up an outbreak investigation report for every outbreak that they are involved with. Two of these outbreak reports will be selected to be written up for publication in an appropriate peer-reviewed journal.
 - Students will be graded on their interactions with clients; both written and oral communications
- Risk assessment project – 30%
 - Students will be graded on their completion of a formal risk assessment, either qualitative or quantitative in design. They will be expected to write up assessment as a formal report for the faculty member or organization to which the assessment pertains.
 - In the event that a real life example is available, the student will have to liaise with the respective organization making the request. Marks will be assigned for the professionalism of that interaction.
 - Adherence to specific deadlines will be incorporated into the final

mark.

- Diagnostic Test evaluation – 30%
 - Students will be expected to conduct a diagnostic test evaluation at the population level for an animal disease or health condition of interest. This evaluation could also be done on a questionnaire to assess for misclassification bias.
 - In the event that a real life example is available, the student will have to liaise with the respective organization making the request. Marks will be assigned for the professionalism of that interaction.
 - Adherence to specific deadlines will be incorporated into the final mark.

Information on literal descriptors for grading graduate students at the University of Saskatchewan can be found at: <http://www.usask.ca/cgsr/policy-andprocedure/examinations.php> – 1.

90-100 Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> • 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	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> • 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	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> • 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; • 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 related to the subject matter
60-69 Poor	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> • a basic grasp of the subject matter; • some understanding of the basic issues; • some familiarity with the relevant literature & techniques; • some ability to develop solutions to moderately difficult problems related to the subject matter; • some ability to examine the material in a critical & analytical manner
<60 Failure	An unacceptable performance

Appendix 5: Draft syllabi – (revised) Clinical Trial Design and Analysis

Note: GSR 400.2 (attached)

CLINICAL TRIAL DESIGN

VLAC 811.1

Course Outline and Lecture Schedule

Course Instructors: Dr. John Campbell, Ext 7158 john.campbell@usask.ca

Place and Times: Fall term
WCVM

Description:

This is an introductory graduate course for clinicians and clinical researchers who need a basic understanding of clinical trial design and clinical epidemiology in order to carry out their own research. The course will cover areas of clinical trial design, critically appraising and understanding clinical trials.

Objectives

Students who complete this course should be able to:

- Formulate good clinical research questions.
- Evaluate the appropriateness of different clinical research designs.
- Plan a well-designed clinical trial

Course Approach

Clinical Trial Design is offered in one session per week to allow time for meaningful in-class learning activities to take place. In many cases, learning will be carried out by the student utilizing textbooks and examples while classroom time will be used for discussion and questions. New information will often be introduced through readings done in preparation for the next classroom session. Classroom time will usually be devoted to the application of new information and exploration of its implications. You can expect to take an active role during class sessions in learning activities and small and large group discussion. There will be students participating from off site and these students as well as students at the U. of S. will be able to access all classroom information online.

Classroom activities and assignments will give you experience choosing and critiquing clinical research design, and managing and collecting your data.

Prerequisites:

There are no specific prerequisites for this course. The course is meant to be taken with the Statistics for Clinical Research course (VLAC 812.2). If your research involves observational study designs more than the clinical or experimental designs emphasized in this course, you might consider taking Introduction to Veterinary Epidemiology I (VLAC 808.3) instead.

Evaluation Methods:

60%: Short assignments will be given out on most weeks of the course. These must be completed by the deadline assigned or they will not be graded. These assignments will often be practical applications of the concepts learned.

40%: Final open book exam

Recommended Textbooks:

Hulley SB, Cummings SR. Designing Clinical Research, An Epidemiologic Approach. 4th edition, Baltimore: Williams & Wilkins (available on reserve at the WCVM library)

Norman & Streiner. Biostatistics: The Bare Essentials 4th edition. (available on reserve at the WCVM library)

Required readings will be utilized from both of these textbooks and therefore you will need access to them. Both are available on reserve in the library or at the U of S bookstore or on Amazon. The Hulley textbook is available on Amazon in the Kindle format.

Tentative Schedule

Date	Topic	Reference Chapters
1 hours	Basic Ingredients of Clinical Research	Hulley Chapters 1-4
3 hours	Study design	Hulley Chapters 7-11
2 hours	Sample Size/Power Measures of Clinical Effect Confidence intervals	Hulley Chapters 5-6 Biostatistics Chapters 1 Biostatistics Chapter 21, 22
2 hours	Questionnaires and other data collection	Hulley Chapters 15-17
2 hours	Data Management (Excel); Reasons for a statistical consult	Biostatistics Chapter 2
1 hour	Descriptive Statistics	Biostatistics Chapters 3-6
1 hour	Planning your clinical trial	
	Final Exam	

STATISTICS FOR CLINICAL RESEARCH

VLAC 812.2

Course Outline and Lecture Schedule

Winter

Course Instructors: Dr Cheryl Waldner, Ext 6542 cheryl.waldner@usask.ca

Dr. Tasha Epp, Ext 6542 tasha.epp@usask.ca

Dr. Sarah Parker, sarah.parker@usask.ca

Place and Times: Fall term

WCVM

Description:

This is an introductory graduate course for clinicians and clinical researchers who need a basic understanding of clinical statistics and clinical epidemiology in order to carry out their own research. The course will cover areas of applied medical statistics. Common parametric and non-parametric statistical tests that are used in medical research will be presented and used.

Objectives

Students who complete this course should be able to:

- Translate a good clinical research question(s) into statistical analysis plan

- Manage your data utilizing a statistical software program
- Analyze the results from clinical trials
- Interpret and present your findings

Course Approach

Statistics for Clinical Research is offered in one session per week to allow time for meaningful in-class learning activities to take place. In many cases, learning will be carried out by the student utilizing textbooks and examples while classroom time will be used for discussion and questions. New information will often be introduced through readings done in preparation for the next classroom session. Classroom time will usually be devoted to the application of new information and exploration of its implications. You can expect to take an active role during class sessions in learning activities and small and large group discussion. There will be students participating from off site and these students as well as students at the U. of S. will be able to access all classroom information online.

Classroom activities and assignments will give you experience choosing the “right” statistical test, and using statistical software to run some statistical tests on clinical research data.

Prerequisites:

The pre-requisite for this course is completion of Clinical Trial Design (VLAC 811.1) or enrollment/completion of Introduction to Veterinary Epidemiology (VLAC 808.3) or permission from the instructor.

Evaluation Methods:

60%: Short assignments will be given out on most weeks of the course. These must be completed by the deadline assigned or they will be not be graded. These assignments will often be practical applications of the concepts learned.

40%: Final open book exam

Recommended Textbooks:

Norman & Streiner. Biostatistics: The Bare Essentials 4th edition. (available on reserve at the WCVL library)

Required readings will be utilized from this textbook and therefore you will need access to it. The text is available on reserve in the library or at the U. of S bookstore or on Amazon. Readings from the textbook will be augmented by other readings provided or referenced in specific sections of the class.

Recommended Statistical Software Package:

Stata

This software is available on the U. of S computer network. Instructions on how to access it are found here: <https://www.usask.ca/ict/hardware-software/statistical-software/stata.php>

Information about options for purchasing your own student version of the software will be announced at the first class. We will also discuss the option of using other statistical software.

Tentative Schedule

Date	Topic	Reference Chapters
1 hour	Review of Sample Size/Power Measures of Clinical Effect Confidence intervals	Hulley Chapters 5-6 Biostatistics Chapters 1 Biostatistics Chapter 21, 22
1 hour	Choosing a statistical test, Statistical consultations	Biostatistics Chapters 27-29
1 hour	Descriptive Statistics	Biostatistics Chapters 3-6
3 hours	T-tests/Paired T-tests	Biostatistics Chapters 7, 10
3 hours	ANOVA	Biostatistics Chapters 8,9,11,12
3 hours	Repeated measures ANOVA	
1 hours	Non-parametric “t-tests”	Biostatistics Chapters 21, 23,24
1 hours	Non-parametric “ANOVA”	
6 hours	Linear Regression	Biostatistics Chapters 13, 14
3 hours	Logistic Regression	Biostatistics Chapter 15
1 hour	Review	
	Final Exam	

ADVANCED STATISTICS FOR RESEARCH

VLAC 813.1

Course Outline and Lecture Schedule

Winter

Course Instructors: Dr Cheryl Waldner, Ext 6542 cheryl.waldner@usask.ca

Dr. Tasha Epp, Ext 6542 tasha.epp@usask.ca

Dr. Sarah Parker, sarah.parker@usask.ca

Place and Times: Fall or Winter term

WCVM

Description:

This is an advanced graduate course for veterinary epidemiology students, clinicians and clinical researchers who need an advanced understanding of clinical and epidemiology statistics in order to carry out their own research. The course will cover topics of advanced applied medical statistics. Common advanced parametric (and non-parametric or Bayesian) statistical tests that are used in medical research will be presented and used.

Objectives

Students who complete this course should be able to:

- Translate a good clinical research question(s) into statistical analysis plan
- Manage your data utilizing a statistical software program
- Implement more advanced application of statistical methods to complex problems
- Interpret and present your findings

Course Approach

Advanced Statistics for Research is offered in one session per week to allow time for meaningful in-class learning activities to take place. In many cases, learning will be carried out by the student utilizing textbooks and examples while classroom time will be used for discussion and questions. New information will often be introduced through readings done in preparation for the next classroom session. Classroom time will usually be devoted to the application of new information and exploration of its implications. You can expect to take an active role during class sessions in learning activities and small and large group discussion. There will be students participating from off site and these students as well as students at the U. of S. will be able to access all classroom information online.

Classroom activities and assignments will give you experience choosing the “right” statistical test, and using statistical software to run some statistical tests on clinical research data.

Prerequisites:

Taking Statistics for Clinical Research course (VLAC 812.2) is a prerequisite to take this course or permission from the instructor is required.

Evaluation Methods:

60%: Short assignments will be given out on most weeks of the course. These must be completed by the deadline assigned or they will be not be graded. These assignments will often be practical applications of the concepts learned.

40%: Final open book exam

Recommended Textbooks:

Dohoo I, Martin W, Stryhn H. Veterinary Epidemiologic Research. 2nd edition. Charlottetown, PEI (available on reserve at the WCVM library).

Required readings will be utilized from both of these textbooks and therefore you will need access to them. Both are available on reserve in the library or at the U. of S bookstore or on Amazon. The Hulley textbook is available on Amazon in the Kindle format.

Recommended Statistical Software Package:

Stata

This software is available on the U. of S computer network. Instructions on how to access it are found here: <https://www.usask.ca/ict/hardware-software/statistical-software/stata.php>

Information about options for purchasing your own student version of the software will be announced at the first class. We will also discuss the option of using other statistical software.

Tentative Schedule

Date	Topic	Reference Chapters
3 hours	Model Building	Chapter 15
3 - 6 hours	Regression analysis (linear, logistic, poisson or multinominal) tailored to student needs	Chapters 14, 16, 17, 18
3 - 6 hours	Advanced regression topics (clustering, repeated measures, survival, etc) tailored to student needs	Chapters 20, 21, 22, 23, 19, etc
	Final Exam	

Appendix 6: Consultations with other departments impacted by changes or additions to program or courses

- **February 22, 2018 – Consultation with the LACS graduate chair, John Harding, WCVM**

John Harding noted that the program should maintain the same credit requirements and graduate committee requirements as the current clinical based non-thesis project Master of Science (30 cu, 3 committee members for the advisory committee, use of external examiner for the defense). This would make addition to the graduate calendar more straightforward. Otherwise, there was no further recommendations on his part.

- **March 12, 2018 – Consultation with the Dean and Associate Dean Research, WCVM**

Liz Snead, the Associate Dean of Research (ADR) noted that the students would be in a pool of applicants for the graduate stipend funding and are not guaranteed funding should they apply. It was suggested that if there was alternate sources of graduate funding that students should try to access those as much as possible. If students come from government or private organizations, they may be asked how they can contribute to the stipend provided to the student. In addition, the ADR asked if the Disease Investigation Unit could be augmented to include Companion Animal outbreaks which lined up with the intent of the Centre for Applied Epidemiology's vision for expansion. There was no further recommendations made.

- **March 1, 2018, April 9, 2018 – email consultation with the SACS department graduate chair, WCVM**

Attached emails detail the correspondence.

September 21, 2018

Kelly Clement
Committee & Programs Administrator
College Graduate and Postdoctoral Studies
116.6 Thorvaldson
University of Saskatchewan

Dear Ms. Clement:

Re: Notice of Intent for New Program: Project based (non-thesis) Master of Science for students of the Department of Large Animal Clinical Sciences, WCVM

I fully support the proposal and letter of intent submitted by the Department of Large Animal Clinical Sciences to make the above project-based Master's Program an official graduate program. This is the only applied project-based comparable program offered in western Canada and will be a valuable asset to our program.

Sincerely,



Douglas Freeman, DVM, PhD
Dean



MEMORANDUM

TO: Tasha Epp, associate professor, Large Animal Clinical Sciences and director, Centre for Applied Epidemiology

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: April 24, 2018

RE: **Planning and priorities committee response to the Notice of Intent for a Master of Science (non-thesis) in Field Epidemiology**

Thank you once again for attending the planning and priorities committee meeting on April 11, 2018, to present the notice of intent to offer a Master of Science (non-thesis) in Field Epidemiology in the Western College of Veterinary Medicine.

The committee's discussion focused on the low enrolment target, faculty member capacity, tuition revenue generated, and the possibility of offering a postgraduate certificate, rather than a master's degree. In order to meet the expectations and recognition desired for career advancement of those individuals registered in the program, particularly from the government sector, members heard that the credential of a master's degree is required.

The inclusion of a cost-benefit analysis in the full program proposal is recommended, given the planned low student enrolment of one to two students per year. The analysis should include the technical and other related support costs. An indication that the program is an institutional priority for the WCVM is also suggested for inclusion in the full program proposal. The value of the program to those individuals registered in the program is not questioned, and the committee understands that enrolment numbers are by necessity small, due to the program requirement that students engage in a disease outbreak investigation in the field. However, the committee was concerned about the capacity of the faculty instructors to offer the program on an individualized basis as planned, and that the draw on faculty resources will likely be greater than anticipated.

The committee also asks that proponents consider how they might fill the gap for epidemiologically-trained veterinarians in North America, given that the program appears to be intended for Canadian-educated veterinarians and focused regionally on applicants from the Canadian Food Inspection Agency on campus. Although similar programs exist for human health, the proposed program presents a unique opportunity to offer a program of this type in North America for animal health.

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', written in a cursive style.

Dirk de Boer

- c Tony Vannelli, provost and vice-president academic
- Terry Wotherspoon, chair, academic programs committee of Council
- Russell Isinger, registrar
- Trever Crowe, interim dean, College of Graduate and Postdoctoral Studies
- Douglas Freeman, dean, Western College of Veterinary Medicine



Large Animal Clinical Sciences
Western College of Veterinary Medicine

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7145
Facsimile: (306) 966-7159

March 28, 2018

Sandra Calver, Planning and Priorities Committee of Council
c/o Office of the University Secretary, University of Saskatchewan
#2192; email: sandra.calver@usask.ca

Re: Notice of Intent for a new program

Dear Planning and Priorities Committee of Council,

The following is notice of intent to submit a proposal for a new graduate program within the Large Animal Clinical Sciences (LACS), Western College of Veterinary Medicine (WCVN). The proposal stems from discussions with outside agencies, and academic faculty, staff and students with an interest in epidemiology from the various veterinary schools in Canada. This new non-thesis project-based Masters option was unanimously supported amongst the small group of veterinary epidemiologists with the LACS department. It flows from the creation of the Centre for Applied Epidemiology within the WCVN which has the mandate to "provide leadership for education, research and practical application of epidemiology for improvements in public and animal health".

The proposal has been discussed with the Dean and the Associate Dean of Research within the WCVN as well as other departments that might be impacted by any revisions or additions to courses currently offered. It has also been discussed with the College of Graduate and Post-doctoral Studies and is supported in principle by the Dean of that academic body.

Sincerely,

A handwritten signature in black ink that reads "Tasha Epp".

Tasha Epp
Associate Professor, Epidemiology (Zoonosis)
Director, Center for Applied Epidemiology
Joint appointment – School of Public Health
LACS, WCVN, University of SK
Email: tasha.epp@usask.ca; Office #306-966-654

A handwritten signature in blue ink, appearing to be "R. Smith".

Dean or Associate Dean Research,
WCVN

NOTICE OF INTENT for new program

The following is a notice of intent for a new graduate program within the Western College of Veterinary Medicine. This Masters of Science (major: Field Epidemiology) would be the first of its kind focusing on veterinary or animal health within North America.

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

The department of Large Animal Clinical Sciences (mainly the faculty associated with the Centre for Applied Epidemiology, a type A centre within the Western College of Veterinary Medicine) want to initiate a project-based (non-thesis) Master of Science graduate degree program with a specific focus on “field epidemiology”. Conversations with interested graduate students and faculty within the University of Saskatchewan and from other veterinary institutions across Canada, as well as conversations with industry partners like the Canadian Food Inspection Agency (CFIA) have identified the need for veterinarians with improved basic epidemiology skills specific to the competencies of field or applied epidemiology.

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?

This program will be available to veterinarians who have graduated from Canadian or international veterinary colleges with a specific focus on applied epidemiology skills (outbreak investigation, evaluation of a surveillance program, risk communication, risk assessment, diagnostic test evaluation, and statistical analysis for outbreak investigations). As described above, there is a recognized need for training opportunities within the veterinary community. Recently the University of Melbourne in Australia began an online program for veterinary public health with an emphasis on Emergency Animal Disease Response. The proposed program at the University of Saskatchewan would provide more of an applied, hands-on, in-person experience in outbreak and surveillance of animal diseases.

Similar programs exist in the human medical field, called Field Epidemiology Training Programs (FETPs). One exists within Canada through the Public Health Agency of Canada and does have provision to take a veterinary applicant if there is an opening not taken by a qualified human medical applicant. This new Master’s program at the University of Saskatchewan would be the first program of its kind in North American specifically with a veterinary or animal health focus.

The enrolment target for this program will be 1 – 2 students per year. This will ensure access to an adequate outbreak investigation case load for participating students over

the course of their program. It is expected that we would reach this target within the first year of offering and may have to turn students away.

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?

The Large Animal Clinical Sciences (LACS) department's mission is to "educate veterinarians and veterinary students, conduct research, and publish scholarly work on health and management of large animals with the ultimate goal of improving the health and prosperity of Canadian society". This program would further veterinary training and research that would directly impact the health of animals. The Western College of Veterinary Medicine (WCVN), whose mandate is to "act as a centre of veterinary expertise and centre of veterinary research", is poised to lead with the creation of the Centre for Applied Epidemiology (CAE). The Centre's mandate is "to provide leadership for education, research and practical application of applied epidemiology for improvements in public and animal health". The Centre is comprised of all epidemiologists and clinicians with an epidemiology background within the Western College of Veterinary Medicine as well as two affiliated individuals from the Public Health Agency of Canada. In addition, the LACS department houses the long standing 'Disease Investigation Unit' (DIU) funded by the Province of Saskatchewan Ministry of Agriculture which provides epidemiologic and laboratory support for veterinary practitioners in the field with disease outbreaks of unknown origin.

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

There are currently a number of Field Epidemiology Training Programs (FETPs) around the world that are focused on human disease outbreak training, with a few in Asia and the Pacific focused solely on veterinarians. No distinction is made between those that focus on animal versus human in terms of the name (Field Epidemiology) as both have the same competencies. None of these FETPS are administered through academic institutions but rather are industry led programs designed to provide on the job training. Two local examples are the Canadian Field Epidemiology Training Program through Public Health Agency of Canada in Ottawa, Ontario and the Epidemic Intelligence Officer program through the Center for Disease Control and Prevention in Atlanta, Georgia, USA. The Canadian FETP has accepted at most 1 veterinarian in its' yearly

cohort, but with a focus on human health outbreaks. This new non-thesis based Master's program would be the first of its kind specific for veterinarians and focused on animal health disease issues and outbreaks within North America.

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.

There are two full time veterinary epidemiologists within the department that cover the majority of graduate level epidemiology courses within the department (and the School of Public Health). There are a number of 'field service' veterinary clinicians with training in epidemiology that will also contribute time through the Disease Investigation Unit. Finally, there is an already established ASPA support position within the Centre for Applied Epidemiology for both epidemiology teaching and workshops, providing bio-statistical support, and managing the Disease Investigation Unit. There are approximately 20 outbreak investigations within a year, with different department faculty involved depending on species and outbreak circumstances.

The teaching assignments will remain the same for graduate level epidemiology courses as the majority of courses are already established graduate courses used by other graduates across campus already taught by the epidemiology staff in the college. The creation of 2 new courses (Field Competencies 1 and 2; both 9 credit unit classes) are designed to provide theoretical self-learning modules and experiential application of 6 basic competencies. Since only 1-2 students will take these course each year and each student will be supervised by the graduate supervisor much the same as a thesis student would be for their research projects, the 2 new classes will not place any extra work load on the faculty and staff in the college. A number of workshops and other training opportunities that will become part of the Master program will be created and delivered by the Centre for Applied Epidemiology. The workshops will focus on training within the masters' program but will also be made available as continuing education for practicing veterinarians.

Standard tuition rates established by CGPS for all Canadian and international graduate students apply. We do not anticipate any changes are required with regard to the tuition model that is currently used for other programs within the department, including the MSc project-based non-thesis clinical residency program upon which the structure for this new masters was created.

One primary scholarship/fellowship is available to Canadian veterinary students and is managed through the WCVM Associate Dean Research office. The Interprovincial Graduate Students Fellowship (IPGF) provides \$30-35K per year for Canadian Veterinarians (or eligible Canadian residents with a veterinary degree from a recognized international institution) for the duration of the program. All outbreak related costs (including travel for disease investigations) will be covered under the operating funds for the Disease Investigation Unit that operates within the WCVM currently.

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?

No risk analysis has been conducted for this program; however, based on conversations with other veterinary colleges across Canada, the Canadian Food Inspection Agency and interest for the Centre for Applied Epidemiology workshops to date, it is anticipated that the program will be successful. The risk of not proceeding with the program at this time is that another veterinary institution in North America will fill in the identified gap.

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

The college/department has been working towards a program of this nature for a considerable time. The Centre for Applied Epidemiology was created in 2013 and has been slowly building on the strengths identified at its' inception. Currently the Centre is creating and delivery a number of new workshops which can be incorporated into the Master's program formal or informal learning framework. In addition, the recent establishment of the Centre's permanent support position has greatly enhanced the epidemiology and bio-statistical provision within the college.

The anticipated start date for this program is September 2019. Since the majority of the courses are already established, the main emphasis once the proposal is accepted will be on promoting the program to prospective student bodies as soon as possible. This will also allow time to connect with established FETP programs within North America and abroad to gain recognition as a novel new program focused on veterinary or animal health. Significant emphasis will be placed on promoting the program and establishing the University as the place to come for this type of training.



Memorandum

To: Sandra Calver, Secretary, Planning and Priorities Committee of Council

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

Date: March 27, 2018

Re: Proposal for a Master of Science in Field Epidemiology

The College of Graduate and Postdoctoral Studies supports, in principle, the development of a Master of Science program in Field Epidemiology. The proposed program supports college and institutional goals to create innovative, interdisciplinary programming. The proposed program would provide a rare opportunity for graduate students to gain advanced academic and applied experience to prepare them for careers in veterinary field epidemiology, filling a gap in graduate-level veterinary training. Given the absence of similar graduate-level training opportunities in Canada, implementation of the new proposed program would make the University of Saskatchewan a leader in the discipline both nationally and internationally.

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

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

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.

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?

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

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

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?

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?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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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?
If yes, choose one of the following?

Yes No

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

Yes No Revised

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

Yes No Revised

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?

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

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?

If NO, please describe. Yes No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

If YES, please describe. Yes No

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?
YYYY09 [September]
- 3 Does this impact enrollment?
Increase of 1-2 students per year
- 4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the Department of Large 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 or equivalent; cumulative weighted average of at least 70%; proof of English proficiency for international applicants and for applications whose first language is not English; restricted to educational SVMA licensure to practice veterinary medicine in SK
- 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.)
As per current set-up
- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
As per current set-up
- 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?)
As per current set-up
- 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?
No
- 13 Will the standard application fee apply?
Yes
- 14 Will all applicants be charged the fee or will current, active students be exempt?
As per current set-up

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) - not applicable

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
- 2 If YES, has the Office of the University Secretary been notified?
- 3 When is the first class expected to graduate?
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 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)?
 If YES, what and by what date?
 Yes No X

Section 12: Registration Information - as per current set-up

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 - 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) - as per current set-up

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 - as per current set-up

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?

If yes, what is the name of the program?

Yes No

2 What is the effective date of this termination?

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

If yes, what courses?

Yes No

4 Are there currently any students enrolled in the program?

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

Yes No

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?

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

Yes No

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	X
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?

Yes No

4 Does proponent's proposal contain detailed information regarding requested tuition? 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?

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: SEDS - Information Dissemination (internal for SEDS use only)

1 Has SEDS, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	No
2 Has SEDS, Admissions, been informed about this new / revised program?	Yes	No
3 Has SEDS, Student Finance and Awards, been informed about this new / revised program?	Yes	No
4 Has CGSR been informed about this new / revised program?	Yes	No
5 Has SEDS, Transfer Credit, been informed about any new / revised courses?	Yes	No
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	No
7 Has the Library been informed about this new / revised program?	Yes	No
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	No
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?	Yes	No
10 Has the Convocation Coordinator been notified of a new degree?	Yes	No
11 What is the highest level of financial approval required for this submission? Check all that apply.	Yes	No

<input type="checkbox"/>

- a. None - as it has no financial implications
- OR
- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date: 19 Sept 2018

for Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative(s): *Mauretha Smith*

IPA Representative(s): *[Signature]*

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

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **International Dental Degree Program (IDDP)**

DECISION REQUESTED: *It is recommended:*

That Council approve the International Dental Degree Program (IDDP) in the College of Dentistry, effective May 2019

PURPOSE:

New degree programs require approval by University Council. The International Dental Degree Program (IDDP) is a degree level program towards a Doctor of Dental Medicine (DMD) degree.

DISCUSSION SUMMARY:

The IDDP is designed to provide a pathway to completion of a DMD for dentists trained at international dental schools not accredited by the Commission on Dental Accreditation of Canada (CDAC), allowing them to sit the National Dental Examining Board (NDEB) examination needed to licensure in Canada.

The IDDP will allow for up to three students a year to enter the College of Dentistry to complete Y3 and Y4 of the program, which includes the clinical component of dental education. Foreign trained dentists often lack the required clinical training and the IDDP will provide them with the required training to sit the NDEB exam. Before the start of year 3, students accepted into the IDDP will participate in a mandatory six-week preparatory review course to ensure they have the required theoretical knowledge and clinical practice.

Applicants to this program must have graduated from a minimum 4-year degree program not accredited by the CDAC, have written the Assessment of Fundamental Knowledge (AFK) examination within 3 years of the application deadline, and meet the English language proficiency requirements for regular undergraduate admissions. There will also be an interview process and assessment of skills as part of the admissions process.

Students entering the IDDP will be eligible for all scholarships available to students admitted to the College through the standard admissions process. The proposed tuition for this program will be 150% of the annual tuition for the regular admission in the College of Dentistry. The higher tuition reflects the higher cost of clinical as opposed to pre-clinical education, administrative costs, and the additional cost of the preparatory program. This rate of tuition places the University of Saskatchewan as mid-point compared to other dental schools in Canada.

It is anticipated that there will be significant interest in this IDDP program, as there are currently more than 1000 internationally trained dentists in Canada that are not eligible for licensure. The Government of Canada has recognized that immigrants need the ability to use their fullest skills and experience in the Canadian labour market. This program will allow internationally trained dentists a pathway towards credential recognition

This proposal was reviewed by the Academic Programs Committee at its November 7, 2018 meeting. The committee supported a program that allows internationally trained dentists to meet licensure requirements of the national body and recognizes that this program allows the College of Dentistry to maintain a full complement of students in the clinical training years of the degree program.

FURTHER ACTION REQUIRED:

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

ATTACHMENT:

1. Proposal for Academic or Curricular change – International Dental Degree Program (IDDP)

Proposal for Academic or Curricular Change

International Dental Degree Program (IDDP)

DMD

College of Dentistry

Contact: Dr. Peter Doig, IDDP consultant

pjd741@usask.ca

(204) 638-1046

Date of Implementation: July 2019

The College of Dentistry, University of Saskatchewan is proposing a new program, the International Dental Degree Program (IDDP).

1. Academic Justification

The IDDP program is designed to identify applicants who are citizens or residents of Canada and have completed a degree in dentistry from an international program that is not accredited by the Commission on Dental Accreditation of Canada (CDAC). These applicants are not eligible to sit the National Dental Examining Board (NDEB) examination. NDEB certification is required for licensure as a dentist in Canada. There are dentists educated in foreign institutions, many with considerable clinical experience, residing in Canada who are not eligible for licensure to practice dentistry. Their educational experience is often missing content and context, and they often lack communication skills that use the normal dental vernacular of North America. The Government of Canada, through its Pan Canadian Framework for the Assessment and Recognition of Foreign Credentials has described the need to take “concerted action on the assessment and recognition of foreign qualifications in order to create an environment where immigrants are able to apply their talents” (A Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications, 2009). The Canadian Dental Association has identified the integration of internationally trained dentists as “megatrend” in the profession (Environmental Scanning Report, Megatrends in Dentistry 2013, 2013). The profession of Dentistry has responded to the need for recognition of foreign credentials by the NDEB establishing two pathways, the degree completion pathway and the equivalency process. Following completion of the examination, Assessment of Fundamental Knowledge (AFK)

conducted by the NDEB, applicants can either apply for a degree completion program at a Canadian dental faculty or continue an examination-based equivalency program. Successful completion of either pathway allows the applicant to sit the NDEB examination to receive NDEB certification. The proposed IDDP program at the College of Dentistry is a degree completion program as described by NDEB.

The IDDP program will select applicants who demonstrate a level of preclinical knowledge and aptitude that is at minimum comparable to that of dental students who have completed their second year of study (Y2) and are eligible to enter the College of Dentistry third year of study (Y3) and complete Y3 and Y4, which includes the clinical component of dental education. Successful completion of the program will allow the granting of a DMD degree and provide eligibility to sit the National Dental Examining Board of Canada (NDEB). It is the College's intention to implement the IDDP program and then to propose and develop a research-based PhD program to run in conjunction with the IDDP program. Notice of Intent for the PhD program will be submitted after the approval of the IDDP program. It is anticipated that the College will preferentially accept applicants preferentially who are already enrolled in the PhD program and have completed two years of research/study to the IDDP program. The College of Dentistry has the capacity to accept 3 students per year into a degree completion program and to use the program to fill additional vacancies that may occur in Y3 replacing students admitted to the regular DMD program who have not successfully completed Y2. The College is currently unable to accept more entrants into Y1 through the current admission process because the College is limited to the current enrollment in preclinical dentistry by the available laboratory and clinical simulation space. The addition of the IDDP program will increase the number of DMD degrees granted by the University of Saskatchewan by up to three graduates per year.

The IDDP program has been identified as part of the Education Plan in the *College Strategic Plan 2025* of the College of Dentistry. This plan will become part of the *University Plan 2025*. The Mission of the University of Saskatchewan addresses the desire to build a rich cultural community and promote diversity. The ability of immigrants to have their credentials recognized and to enter and participate in professional practice helps fulfill that initiative. The Principle of promoting diversity, equality and human dignity as well as the values of fairness, integrity and respect are integral to the development of this program. The IDDP program also addresses the four main pillars of the University of Saskatchewan's *International Blueprint for Action*: internationalizing learning experiences, diversifying our university community, strengthening our global impact through discovery, and growing our global citizenship and international community service.

An increase in student population receiving clinical experience at the College of Dentistry will enhance the outreach clinical programs at the College. The *College Strategic Plan, 2025* identifies the development of the Special Care Dentistry (SCD) Clinic Network as a strategic

initiative, to deliver care to Indigenous communities, geriatric and developmentally disadvantaged patients. The SCD Clinic Network will permit the College of Dentistry to make meaningful contributions in addressing access to care barriers in target populations in the province of Saskatchewan while enhancing the student experience.

There are degree completion programs in dentistry offered in Dental Colleges at seven other Universities in Canada:

University of Alberta

University of Manitoba

University of Western Ontario

University of Toronto

McGill University

Université de Montréal

Dalhousie University

There is also a degree completion program at the University of British Columbia, however there were no applicants accepted in 2018 and the future of the program is in doubt. The existing degree completion programs in Canada graduated 75 students in 2018. The degree completion programs in Canada are similar, requiring completion of dentistry Y3 and Y4 to the same standards as students admitted through the regular admission process. There are slight differences in admission processes, but all use the NDEB AFK examination processes in some fashion as a basis for admission. University of Saskatchewan will be unique when the research-based PhD program is developed and offered in conjunction with the IDDP program. No other University offers a research-based PhD program to in conjunction with a degree completion program.

2. Admissions

Applicants to the IDDP program must meet the following admissions criteria:

Education

Applicants must be a graduate of a minimum 4-year dental degree program not recognized as accredited by the Commission on Dental Accreditation of Canada (CDAC).

Examination

Applicants must have written the Assessment of Fundamental Knowledge (AFK) examination, in English, sponsored by the National Dental Examining Board of Canada within 3 years of the application deadline.

English language proficiency

English is the language of instruction and examination at the University of Saskatchewan. An acceptable level of academic English is required. Applicants will have to provide proof of proficiency in English following the guidelines provided by the University of Saskatchewan for regular undergraduate admissions.

Assessment of skills

Applicants will be selected for invitation to an assessment of clinical dental skills using clinical simulation at the College of Dentistry. The assessment will identify strengths and weaknesses in clinical skills and ensure that entrants to the program meet the standard of pre-clinical dentistry required for successful completion of Y2 or have weaknesses that can be remediated effectively in the six to eight-week preparatory review phase of the program. A grading rubric will be developed to quantify performance in the assessment of skills.

Interview

Applicants will be selected to participate in an interview process at the College. The interviews will be conducted in conjunction with the assessment of skills. Special attention will be paid to the use of the normal dental vernacular used in clinical practice in north America in communication. A scoring rubric will standardize and quantify interview performance.

Selection

Acceptance to the IDDP program will be made from the applicants completing the assessment of skills and interview. The grading rubric will include a weighting of performance in the admission criteria

Selection Criteria	Weighting
AFK	30%
Assessment of Skills	40%
Interview	30%
Selection Grading	Total /100

3. Description of the program

The College of Dentistry is aware that foreign trained dentists from non-accredited programs vary in their theoretical knowledge, clinical skill, cultural awareness and contextual experience. The admission process aims to accept candidates that have a level of theoretical knowledge and clinical skill equal to that of students in the regular admissions process successfully completing Y2.

Preparatory Review

It is likely that much of the applicant pool, although having degrees in dentistry, may not have had recent clinical exposure. Also, the College recognizes the likelihood that non-accredited foreign programs may vary in their emphasis on aspects of theoretical knowledge and clinical practice. The admission process will identify areas of deficiency that can be remediated in a mandatory six-week preparatory review. The preparatory review will be scheduled in Intersession, beginning eight weeks before the regular Y3 commences. The review will consist of a didactic review of theoretical knowledge, laboratory exercises, clinical simulations and case studies. An additional 2 weeks is available if individuals require further remediation prior to the start of Y3.

Syllabus

IDDP students will be required to complete the identical course of study in Y3 and Y4 as the students who were admitted through the regular admission process. There are no changes proposed to the Y3 and Y4 syllabi or curricula.

The current Y3 syllabus (IDDP Y1)

- DENT 401.3 - Oral Radiology
- DENT 409.2 - Communications Skills II
- DENT 411.1 - Dental Research II
- DENT 417.4 - Orthodontics
- DENT 419.5 - Periodontics
- DENT 420.5 - Operative Dentistry
- DENT 424.4 - Paedodontics
- DENT 430.6 - Removable Prosthodontics
- DENT 440.5 - Fixed Prosthodontics
- DENT 448.3 - Diagnosis

- DENT 455.2 - Basic Internal Medicine
- DENT 460.5 - Endodontics
- DENT 463.3 - Oral and Maxillofacial Surgery
- DENT 466.2 - Hospital Rosters
- DENT 475.4 - Implant Prosthodontics
- DENT 480.2 - Dental Practice Management
- DENT 486.3 - Oral Pathology

The current Y4 Syllabus (IDDP Y2)

- DENT 501.2 - Oral Radiology
- DENT 517.4 - Orthodontics
- DENT 519.5 - Periodontics
- DENT 520.3 - Operative Dentistry
- DENT 524.4 - Pedodontics
- DENT 530.5 - Removable Prosthodontics
- DENT 540.5 - Fixed Prosthodontics
- DENT 542.2 - Health Sc. Interdisciplinary Relationships
- DENT 548.3 - Diagnosis/ Oral Medicine and CPRCs
- DENT 560.3 - Endodontics
- DENT 563.3 - Advanced Oral and Maxillofacial Surgery
- DENT 575.3 - Implant Prosthodontics
- DENT 580.2 - Dental Practice Management
- DENT 585.5 - Comprehensive Care Clinic

The curriculum for Y3 and Y4 Dentistry provides didactic learning combined with clinical experience. Clinical education has a competency-based approach aligned with the Competencies for a Beginning Dental Practitioner in Canada adopted by CDAC and NDEB (Competencies for a Beginning Dental Practitioner in Canada, 2018). The education of dental students is moving towards a comprehensive care model which will increase the incorporation of critical thinking and problem solving. Case based treatment planning models are incorporated into both didactic and clinical education. Students entering Y3 as IDDP students will have the identical educational experience, both didactic and clinical as students that entered via the regular admission pathway.

The program of dental education at University of Saskatchewan is consistent with the requirements of the Commission on Dental Education of Canada in developing the competencies required for dentist beginning in professional practice. The competencies have been developed through a consultative cooperative approach among the stakeholders in dental

education and professional practice in Canada: The Association of Canadian Faculties of Dentistry (ACFD) representing the faculty of dental programs in Canada, the Commission on Dental Accreditation of Canada (CDAC), the National Dental Examining Board, the Canadian Dental Regulatory Authorities Federation (CDRAF) representing the provincial regulators of the profession of Dentistry in Canada and the Canadian Dental Association (CDA) representing the voice of the profession. Accreditation of Dental Colleges in Canada follows a 7-year cycle. The University of Saskatchewan hosted CDAC for its latest accreditation review in March 2018 and is currently responding to the draft review of findings from the accreditation visit prior to the presentation of the review to the CDAC BOD in November for confirmation of accreditation status.

The Learning Charter of the University of Saskatchewan identifies five learning goals, all of which are addressed in the IDDP program.

- **Discovery Goals.** Students admitted to the IDDP program will enter the third year, first clinical year, of study. The College of Dentistry has always mandated synthesis of information, critical analysis and flexibility in treatment planning and delivery to patients as part of clinical education. This process is supported by didactic learning, individual learning, case presentation and discussion, experiential learning through treatment opportunities and continuous evaluation. It requires that students can understand and apply alternate treatment modalities and builds the intellectual curiosity required to explore the scientific basis of treatment. Scientific curiosity along with the ever-advancing nature of the dental profession is the basis for a commitment to life-long learning.
- **Knowledge Goals.** The practice of dentistry and oral healthcare has a large subject area. The IDDP program will ensure that students have the breadth of knowledge required to enter the profession of dentistry, interact with other related disciplines in health care and have a solid grounding in the ethical treatment of patients. The program also ensures that students have the appropriate qualifications to apply for graduate or specialty studies in dentistry or related fields.
- **Integrity Goals.** The issues of integrity and ethics in oral health care are of prime concern at the College of Dentistry. All case presentation activities include a reflection on the moral obligations to the patient by the practitioner. In a profession with a knowledge base as broad as the field of dentistry, the complimentary concepts of “knowing what you know” but also “knowing what you don’t know” are incorporated into learning activities. Students learn to critically evaluate their own skills and are taught to recognize the limitations of their own knowledge and skill so they may refer to professionals with advanced knowledge to ensure best outcomes for their patients.

- **Skills Goals.** Communication skills will be an additional challenge to IDDP students beyond the skill set required to complete a clinical education in dentistry. IDDP students will likely be more mature than the regular entrants having already completed a dental degree. This may also increase the level of family pressure on students. Support services will be available along with continuous mentorship to address any areas of difficulty that mature, immigrant students may encounter. Support services will also assist with communication deficiencies to ensure those skills are adequately developed so that all graduates can communicate effectively with patients and colleagues in the dental vernacular used in North America. All clinical competencies are evaluated in the same manner for all students in the clinical program be they through regular admission or IDDP.
- **Citizenship Goals:** The IDDP program will attract a widely diverse applicant pool of foreign trained professionals. Graduates of the program will increase the diversity of the dental profession and reflect the variation in population that results from immigration. It will provide role models for immigrant populations and give graduates the opportunity to continue their education, contribute to research in the profession and/or to enter academia. The IDDP program will extend the reputation of the University of Saskatchewan in the academic world as an institution that supports and promotes diversity while providing a superior educational experience.

The College of Dentistry only accepts students who have completed a prerequisite course of study. The IDDP program requires the completion of a dental degree at a non-accredited foreign institution. There is no transferability that would allow entering this program from other programs currently offered at the University of Saskatchewan or other universities in North America.

The success of the program will be measured in a several ways:

- The success rate of IDDP students completing the DMD degree
- The success rate of IDDP students successfully completing the NDEB examination process
- The relative success rates of IDDP students versus applicants from the regular admissions process in the practice of dentistry (understanding this may be a wholly subjective evaluation).
- Numbers of IDDP students entering graduate specialty programs
- Number of IDDP students entering research or academia

The DMD program at the University of Saskatchewan College of Dentistry is currently accredited by the Commission on Dental Accreditation of Canada (CDAC). Because the IDDP program is an alternate admission pathway into the existing program, CDAC has indicated that

there are no additional accreditation requirements for the program. CDAC has said that it would review the admission process if requested by the College but suggested this was not a requirement for accreditation and that the IDDP admission process be followed for at least one cycle before making a request.

4. Consultation

This program is identical to the normal Y3 and Y4 program for dentistry at the University of Saskatchewan in terms of syllabi and curriculum. The only caveat is the anticipated need for greater level of mentorship for IDDP students to deal with any language or cultural issues that may arise. The granting of a DMD degree from the University of Saskatchewan will qualify IDDP graduates for application to graduate specialty programs at this institution or elsewhere and improve the likelihood of acceptance into these programs.

The IDDP program was included as part of the Education Plan in the College of Dentistry's *College Strategic Plan, 2025*. This plan was developed with extensive consultation with faculty including at two faculty retreats. There has been consultation with the Dean's Council, the Institutional Planning and Assessment office of the Vice-Provost and with the Provost. The College presented its Notice of Intent to the Planning and Priorities Committee. The memo presenting its feedback is appended to this proposal. Formal presentation to the Faculty Council of the College of Dentistry will be at the next meeting of the Council on October 17, 2018.

Although the course of education in dentistry involves resources from other colleges, these are only required in the pre-clinical phase Y1 and Y2. The Y3 and Y4 programs do not involve resources from any college other than the Dental College.

There is no need for changes to required library resources for the addition of three IDDP students per year to the student complement.

Consultations with relevant bodies outside the University of Saskatchewan include the Commission on Dental Accreditation of Canada (CDAC), The National Dental Examining Board of Canada (NDEB) and the College of Dental Surgeons of Saskatchewan (CDSS). Letters of support for the program from the NDEB and CDSS are appended to this proposal.

5. Budget

The IDDP program will be largely delivered by the existing faculty complement at the College of Dentistry; however, the IDDP program will require the addition of one 0.5 FTE. This position

will provide direction and mentorship of the program and coordinate the integration of IDDP students into didactic and clinical education. One additional clinical instructor will be necessary by the second year of the program to maintain the instructor/student ratio at the desired level of 1/7. This instructorship would be filled by ten ½ day part-time instructors, who are usually local practicing dentists. There will not be any additional faculty required for the didactic component of the courses as class size will only increase from a maximum of 34 students to a maximum of 37.

There are no programs or courses being eliminated to provide time for additional teaching required by the program. There is currently enough flexibility in the teaching assignments of faculty to deliver the preparatory review. Adjustment will be made to teaching assignments in consultation with faculty.

The College of dentistry has the necessary resources to deliver the IDDP program. Existing classroom availability, laboratory and clinical space are adequate for the delivery of the program. The addition of the IDDP program may require the College to consider adding administrative support. It is anticipated that an additional 0.5 FTE clerical position may be required for student support services.

The students entering the IDDP program will be eligible for all scholarships available to students admitted to the College through the standard admissions process.

The proposed tuition for the program will be 150% of the current yearly tuition for regular admission in the College of Dentistry. The tuition for the regular applicants to the College of Dentistry in 2019 will be \$35,667 and the proposed tuition for the IDDP program will be \$53,501. The difference in tuitions reflects the higher cost of clinical as opposed to preclinical education, the loss of tuition by offering a placement in a 2-year rather than 4-year program, the additional cost of the preparatory program and administrative costs of the program. Existing degree completion programs in Canada outside Quebec charge tuitions averaging 196% of their regular admission programs. The goal of the College is to establish a fair tuition while ensuring the College has adequate financial resources to deliver the program. The IDDP program will accept three applicants per year into Y3 dentistry. Additional applicants may be accepted to make up for student attrition in Y1 or Y2 Dentistry. It will take two admission cycles (years) to reach the maximum number of six students.

College of Dentistry						
IDDP Projected Financial Impact						
Fall 2018						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2019-20	2020-21	2021-22	2022-23	2023-24	
REVENUE						
1st year students	3	3	3	3	3	
2nd year students	0	3	3	3	3	
Tuition	\$ 53,500	\$ 55,105	\$ 56,758	\$ 58,461	\$ 60,215	
Total Tuition Revenue	\$ 160,500	\$ 330,630	\$ 340,549	\$ 350,765	\$ 361,288	
Actual Tuition Revenue per TABBS	\$ -	\$ 160,500	\$ 330,630	\$ 340,549	\$ 350,765	
Program Fee (\$7,000/student)	\$ 21,000	\$ 42,000	\$ 42,000	\$ 42,000	\$ 42,000	
Application Fee Revenue						
est. 60 apps x \$250 each	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	
Assessment Fee Revenue						
30 assessments x \$1,000 each	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	
TOTAL YEARLY REVENUE	\$ 66,000	\$ 247,500	\$ 417,630	\$ 427,549	\$ 437,765	
EXPENSES						
Indirect Costs (per TABBS)	\$ 17,000	\$ 34,000	\$ 34,680	\$ 35,374	\$ 36,081	
0.5 FTE Faculty Position	\$ 75,000	\$ 76,875	\$ 78,797	\$ 80,767	\$ 82,786	
Part Time Faculty (10 half-days/wk)	\$ 42,000	\$ 42,840	\$ 43,697	\$ 44,571	\$ 45,462	
Consumables	\$ 10,000	\$ 10,210	\$ 10,424	\$ 10,643	\$ 10,867	
One Time Equipment Purchase						
Instruments & handpieces	\$ 20,250	\$ 41,250	\$ 21,000	\$ 5,000	\$ 5,000	
TOTAL YEARLY EXPENSES	\$ 164,250	\$ 205,175	\$ 188,598	\$ 176,354	\$ 180,196	
NET SURPLUS (DEFICIT)	-\$ 98,250	\$ 42,325	\$ 229,032	\$ 251,194	\$ 257,569	

The anticipated additional revenue from tuition will be \$160,503 in Year 1 and \$330,636 in Year 2. There will be modest inflationary increases in future years.

Incremental costs will be \$164,250 in Year 1 and \$205,175 in Year 2. It is anticipated they will fall slightly in future years as the ongoing need for yearly equipment purchases will decrease.

The IDDP program is designed to be self-sufficient and independently sustainable and will be funded through tuition. The program will achieve sustainability with 3 admissions per year. Tuition levels are contingent on approval by the Board of Governors. The IDDP program will incur a slight deficit in Year 1 due to the lag in tuition revenue. The program will be revenue neutral in Year 2 and from Year 3 forward it will produce a modest surplus. Any surplus derived from the IDDP program will be used to fund program enhancement or to fund an operating reserve.

References

(2009). *A Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications*. Gatineau, PQ: Government of Canada.

Competencies for a Beginning Dental Practitioner in Canada. (2018). Retrieved from NDEB: <https://ndeb-bned.ca/en/resources/competencies>

(2013). *Environmental Scanning Report, Megatrends in Dentistry 2013*. Ottawa, ON: Canadian Dental Association.



**UNIVERSITY OF
SASKATCHEWAN**

New Course Proposal Form

College of Dentistry

Course Title: Essential Skills in Dentistry

Course Code: DENT 497.0

Course Credits: 0

Term: T3

Total Hours: Lecture 72 hours; Laboratory/Simulation 84 hours

Weekly Hours: Lecture 12 hours; Laboratory/Simulation 14 hours

Prerequisites: There are no prerequisites for DENT 497.0

Calendar description:

DENT 497.0, Essential Skills in Dentistry, is a preparatory review of the academic program and learning objectives of Y1 and Y2 Dentistry for entrants to the IDDP program. A review of all components of the course curriculum, of Y1 and Y2 Dentistry will be presented. Additional material will introduce IDDP students to the regulatory, professional and societal aspects of the profession and practice of dentistry in Canada and Dentistry's relationship with the broader public/private health care system.

The course will focus on identifying any areas of knowledge or skill deficiency to allow remediation of deficiencies. Course content and design will have flexibility to address identified areas of deficiency.

The course will consist of lectures, laboratory sessions and clinical simulations.

Rationale for introducing this course:

The IDDP is offered as an additional stream for application and completion of the DMD program. Successful entrants will complete Y3 and Y4 studies along with entrants to the regular program. Graduates of foreign nonaccredited dental degree programs have a wide range of academic and clinical experience however, it is anticipated that there

will be gaps in knowledge and skill that will need remediation. The DENT 497.0 course must be completed prior to entering the Y3 dentistry course of study and is designed to review the didactic, laboratory and clinical simulation activities in Y1 and Y2 Dentistry to ensure that graduates of foreign, nonaccredited dental degree programs have, at minimum, the level of knowledge and skill necessary for successful completion of Y2 Dentistry. The course will also expose students to the regulatory and professional advocacy structure of dentistry in Canada as well as the relationship of the provision of oral health care within the public/private health care system. The College considers DENT 497.0 a necessary preparatory course to ensure the success of IDDP students in Y3 and Y4 Dentistry.

Learning Objectives for this course.

1. To demonstrate a thorough understanding of the course material in the Y1 and Y2 Dentistry curriculum
2. To demonstrate competency in the laboratory procedures required for completion of Y2 Dentistry
3. To demonstrate competency in clinical simulations for restorative, periodontic and prosthetic procedures to a minimum level of competency required for completion of Y2 Dentistry
4. To describe and discuss the characteristics that define a profession and illustrate the moral and legal relationship between the dental profession and society within the Canadian context.
5. To describe and discuss the regulatory mechanisms and ethical framework that govern the profession of dentistry in the Canadian context.
6. To demonstrate competency in the use of the common dental vernacular in communication with other health care professionals

Competencies addressed:

This course confirms command of the core knowledge essential for success in the core competencies identified in the *Association of Canadian Faculties of Dentistry (ACFD) educational framework for the development of competency in dental programs*

Impact of this course.

DENT 497.0 will be delivered using the internal resources of the College of Dentistry and will not require consultation with other departments or colleges.

Course outline.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 12:00	lecture	lecture	lecture	lecture	
1:00 – 4:30	Laboratory/ Clinical simulations	Laboratory/ Clinical simulations	Laboratory/ Clinical simulations	Laboratory/ Clinical simulation	

Enrolment:

The enrolment in DENT 497.0 will be 3 students admitted to the College of Dentistry through the IDDP program.

Student evaluation.

Evaluation will be on a Pass/Fail basis. Students will be required to receive a passing grade in all evaluations, assignments and competencies in the program. Opportunities will be available for remediation of any failing grade.

Required text: There is no required textbook for this course

Resources:

Proposed instructor: TBA. The College of Dentistry has identified adequate room in the teaching responsibilities of existing faculty for delivery of this course. The course material will be presented by faculty members from each discipline in the College. The faculty member, director of the program will coordinate teaching responsibilities with the office of the Dean.

The director of the program and existing administrative staff will satisfy the administrative demands of the course.

There will be no additional resources required for delivery of the course over those resources currently available at the College.

Date of Implementation:

The proposed start date for DENT 497.0 is June 17, 2019.

The course will be offered annually in T3 to successful applicants to the IDDP program

Catalogue Entry:

International Dental Degree Program (IDDP)

Doctor of Dental Medicine (D.M.D.)

The IDDP program admits applicants who are citizens or residents of Canada that have completed a degree in dentistry from an international program that is not accredited by the Commission on Dental Accreditation of Canada (CDAC). Students must demonstrate a level of preclinical knowledge, acumen and technical skill that is at minimum comparable to that of dental students who have completed Y2 Dentistry through successful completion of the DENT 497.0 course in T3. Students will join the Dentistry Y3 class and complete Y3 and Y4, the clinical component of dental education. Successful completion of the program will allow the granting of a DMD degree and provide eligibility to sit the National Dental Examining Board of Canada (NDEB) examinations, successful completion of which is required for licensure in Canada.

Admission Requirements

- Completion of a Four-year Degree in Dentistry from an international program that is not accredited by the Commission on Dental Accreditation of Canada (CDAC)
- Applicants must not be eligible for licensure in Canada
- Must be citizens or permanent residents of Canada
- Successful completion of the Assessment of Fundamental Knowledge (AFK) examination in English sponsored by the National Dental Examining Board of Canada within 3 years of the application deadline
- Proof of English proficiency
- Applicants must demonstrate preclinical knowledge and aptitude comparable to dental students entering 3rd year of the D.M.D. program

Selection Criteria

- A score of 60% on the Assessment of Fundamental Knowledge (AFK) examination
- Interview

D.M.D. Program Requirements (108 credit units)

IDDP students are required to complete the identical course of study in Y3 and Y4 as the students who were admitted through the regular admission process for the D.M.D. program. There are no changes proposed to the Y3 and Y4 syllabi or curricula.

Year 1 (this lines up with Year 3 in the standard-route D.M.D. program)

- Successful completion of DENT 497.0 Essential Dentistry Skills course

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Commented [WS1]: Kelly mentioned using the minimum DAT score?

Do we need to add the weighting of each of the two selection criteria?

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Commented [WS2]: Since this course is part of the program, should we call it DENT 100.0? The MD has several skills courses that carry 0 cu, but they are part of the program and are listed in the catalogue and on transcripts. If they are required to complete the program, they should be listed in both, even if they carry 0 cu.

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59 credit units

- DENT 401.3 - Oral Radiology
- DENT 409.2 - Communications Skills II
- DENT 411.1 - Dental Research II
- DENT 417.4 - Orthodontics
- DENT 419.5 - Periodontics
- DENT 420.5 - Operative Dentistry
- DENT 424.4 - Pedodontics
- DENT 430.6 - Removable Prosthodontics
- DENT 440.5 - Fixed Prosthodontics
- DENT 448.3 - Diagnosis
- DENT 455.2 - Basic Internal Medicine
- DENT 460.5 - Endodontics
- DENT 463.3 - Oral and Maxillofacial Surgery
- DENT 466.2 - Hospital Rosters
- DENT 475.4 - Implant Prosthodontics
- DENT 480.2 - Dental Practice Management
- DENT 486.3 - Oral Pathology

Year 2 (this lines up with Year 4 in the standard-route D.M.D. program)

49 credit units

- DENT 501.2 - Oral Radiology
- DENT 517.4 - Orthodontics
- DENT 519.5 - Periodontics
- DENT 520.3 - Operative Dentistry
- DENT 524.4 - Pedodontics
- DENT 530.5 - Removable Prosthodontics
- DENT 540.5 - Fixed Prosthodontics
- DENT 542.2 - Health Sc. Interdisciplinary Relationships
- DENT 548.3 - Diagnosis/ Oral Medicine and CPRCs
- DENT 560.3 - Endodontics
- DENT 563.3 - Advanced Oral and Maxillofacial Surgery
- DENT 575.3 - Implant Prosthodontics
- DENT 580.2 - Dental Practice Management

- DENT 585.5 - Comprehensive Care Clinic

New Courses

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DENT 497.0 Essential Skills in Dentistry

DENT 497.0, Essential Skills in Dentistry, is a preparatory review of the academic program and learning objectives of Y1 and Y2 Dentistry for entrants to the IDDP program. A review of all components of the course curriculum, of Y1 and Y2 Dentistry will be presented. Additional material will introduce IDDP students to the regulatory, professional and societal aspects of the profession and practice of dentistry in Canada and Dentistry's relationship with the broader public/private health care system.

The course will focus on identifying any areas of knowledge or skill deficiency to allow remediation of deficiencies. Course content and design will have flexibility to address identified areas of deficiency.

The course will consist of lectures, laboratory sessions and clinical simulations.

~~There aren't any new courses or changes, are there? If not, you can skip this.~~

Academic Policies

The academic policies already cover the aspects of this program. They allow for a 60% pass rate which is consistent with the mark required on the AFK for application for admission. The policies also allow for a P/F grading system such as will be used in this class.

~~<http://www.usask.ca/programs/colleges-schools/dentistry/index.php> Any new policies would be included in the package for information only, as the college faculty council is the final authority on the academic policies currently listed in the catalogue.~~



College Statement

The College of Dentistry strongly supports the IDDP program and recommends that the proposal move forward. The IDDP targets graduates from foreign dental degree programs that are not accredited by the Commission on Dental Accreditation of Canada (CDAC). These dentists are not eligible to sit the National Dental Examining Board (NDEB) examination and receive the NDEB certification required for licensure in Canada. There are many foreign-trained dentists in Canada who are unable to practice their profession due to the lack of an accredited degree and NDEB certificate.

The Government of Canada in its *Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications* has recognized that immigrants need the ability to use their fullest skills and experience in the Canadian labour market. The NDEB has noted significant difficulty in recognizing the credentials of foreign-trained dentists from non-accredited institutions. Two pathways for recognition have been developed, with the preferred pathway being a degree completion program at a Canadian College/School of Dentistry. The proposed IDDP program is based on this pathway for credential recognition.

Through its strategic planning process, the College of Dentistry has included the IDDP program as part of the Education Plan in its *College Strategic Plan, 2025*. Consultation has been undertaken with stakeholder groups such as CDAC, NDEB and the College of Dental Surgeons of Saskatchewan (CDSS) with support coming from all those organizations.

The College of Dentistry is proud of its commitment to responding to the needs of society in the education of practitioners of oral health care delivery. Initiatives such as the IDDP, which target the needs of foreign-trained colleagues, are evidence of the College's commitment to the advancement of the profession and community.



The College of
Dental Surgeons
of Saskatchewan

Douglas Brothwell, DMD
Dean, College of Dentistry
University of Saskatchewan
331 – 105 Wiggins Rd
Saskatoon, SK S7N 5E4

September 28, 2018

Dear Dean Brothwell:

The College of Dental Surgeons of Saskatchewan (CDSS) has recently been made aware that the College of Dentistry has made application to the University of Saskatchewan for the approval of a degree completion program. There are many residents and citizens of Canada with nonaccredited credentials in dentistry who are unable to achieve licensure in Canada. There are two pathways for recognition of nonaccredited credentials in dentistry in Canada, the equivalency process and the degree completion programs. The equivalency program of the NDEB is under great pressure due to the number of applicants accessing this program to achieve credential recognition. The success rate of recognition of credentials is much lower through the equivalency process than a degree completion program and there are concerns about the lack of a clinical component in the equivalency process.

We would unequivocally support the creation of an international equivalency program at the University of Saskatchewan. This program will give graduates of nonaccredited dental degree programs the opportunity to have their credentials recognized by completing the final portion of the training program at the College of Dentistry to meet the same standards as other students in the College of Dentistry degree program.

The CDSS believes this new program will be aligned with the Mission of the University of Saskatchewan to build a rich cultural community and promote diversity. It will also fulfill the mandate of the Government of Canada's Pan Canadian Framework for the Assessment and Recognition of Foreign Credentials.

Sincerely,

Bernie White, DMD
Registrar / CEO
College of Dental Surgeons of Saskatchewan

September 12, 2018

Dr. Peter Doig
Consultant, IDDP Program
Faculty of Dentistry
University of Saskatchewan

Dear Dr. Doig,

I am writing this letter as a follow-up to the conversation we had a few weeks ago. As you are aware, there are two pathways towards certification for general dentists trained in non-accredited program:

1. NDEB Equivalency Process consisting of three assessments, the Assessment of Fundamental Knowledge, the Assessment of Clinical Judgement and the Assessment of Clinical Skills
2. Degree Completion Program at an accredited university

Successful completion of either pathway allows a dentist trained in a non-accredited program to write the NDEB certification examinations. Pass rates for the three assessments in the Equivalency Process are available on the NDEB [website](#). It is important to understand that each NDEB assessment and examination can be written a maximum of three times.

The pass rate of individuals who complete accredited Degree Completion Programs is superior to the pass rate of individuals who participate in the NDEB Equivalency Process. However, there were only 75 dentists trained in non-accredited program in 2017 that obtained certification after completing a Degree Completion Program. This is because the number of positions in these programs is limited. The NDEB supports the development of a Degree Completion Program at the University of Saskatchewan as it would offer additional positions for dentists trained in non-accredited programs to retrain and obtain certification.

The attached table highlights the number of applications to the Equivalency Process from 2013 to 2018 and the total number of applicants at various stages of the Equivalency Process.

I trust that this information will answer your questions. Please let me know if you require more information.

Sincerely yours,



Marie Dagenais, DMD
Executive Director & Registrar

Historical Pass Rates	Detailed pass rates are available on the NDEB website https://ndeb-bned.ca/en/dental-programs/historical-pass-rates	
New Applications to the NDEB Equivalency Process	2013 - 1159 2014 - 1043 2015 - 1090 2016 - 1172 2017 - 1558 2018 (Jan-Aug) - 1083	
Total number of applicants in the system	11,076	
	Pending (all applicants that are in various stages of the credential verification process)	2084
	Inactive (applicants no longer pursuing equivalency or no longer eligible)	734
	Approved (all applicants in various stages of the Equivalency Process)	6669
	Successfully Completed (Successfully completed the Equivalency Process and transferred to the certification process)	1589



MEMORANDUM

TO: Doug Brothwell, dean, College of Dentistry Peter Doig, consultant, IDDP Program

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: September 28, 2018

RE: **Planning and priorities committee response to the Notice of Intent for an International Dental Degree Program (IDDP)**

Thank you once again for attending the planning and priorities committee meeting on September 19, 2018, to present the notice of intent to offer an International Dental Degree Program (IDDP) for foreign-trained dentists in conjunction with years 3 and 4 of the college's Doctor of Dental Medicine (DMD) program.

Members noted positively the creativity and ambition of the program and the minimal additional resources required to ensure its financial sustainability. As the college is at capacity in its preclinical years training, the program provides a unique opportunity for the college to increase enrolment in years 3 and 4 where there is capacity. The program benefits the college financially, provides a societal good, and taps into a labour pool that requires assistance. Furthermore, in the long term, the program will assist the college in identifying a pathway to intensify research and assist the competitive rankings of the college and university.

The college is commended for taking this initiative. 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 Tony Vannelli, provost and vice-president academic
Kenneth Fox, chair, academic programs committee of Council
Russell Isinger, registrar

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

- 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	<input type="checkbox"/>	No	<input 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?

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

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

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

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

Section 2: New / 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 X No
 Yes No

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
 Doctor of Dental Medicine [DMD] - currently exists in student system
 3 What is the name of this new/revised program?
 International Dentistry Degree [DMD-INTL] - suggested code and description for student system
 4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
 Doctor of Dental Medicine [DMD] - currently exists in student system
 5 What College/Department is the academic authority for this program?
 College of Dentistry / Department of Dentistry (Dean's Office) - currently built in student system
 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?
 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
 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?
If you've answered NO, please continue on to the next section. Yes No Revised

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. _____

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?
If you've answered NO, please continue on to the next section. Yes No Revised

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.) _____

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?

No _____

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?
If NO, please describe. Yes No

Will be accommodated in DE space
5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
If YES, please describe. Yes No
Will be accommodated in DE space

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] - as students are starting in June must be admitted to the May term

3 Does this impact enrollment?
Yes - increase of 3 students per year
How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the College of Dentistry

5 Can classes towards this program be taken at the same time as another program?
No

6 What is the application deadline?
TBD

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

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.)
As per proposal document

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

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 and supplemental information (required checklist items) 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?

No, will be \$250

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?

No

Section 9: Government Loan Information - as per current set-up

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.

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

4 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?

Z01905 [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?

Assessment prior to admission

Section 12: Registration Information - as per current set-up

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.)

Numeric year - starting in year 3

2 Will students register themselves?

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

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

As per current set up

Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Section 15: Awards Information

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

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 - as per current set-up

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

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?
If yes, what courses?

4 Are there currently any students enrolled in the program?
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?
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?

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

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

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input checked="" type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

Proposed tuition = \$53,500 as well as the \$7,000 program fee/year

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

Yes No

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

SIGNED

Date: Oct 24, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Sherry Kelly Mulligan

IPA Representative(s): [Signature]

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

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: Bachelor of Science in Dentistry (B.Sc. DENT)

DECISION REQUESTED: *It is recommended:*

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

PURPOSE:

New degree programs require approval by University Council.

DISCUSSION SUMMARY:

The Bachelor of Science in Dentistry (B.Sc.DENT) will allow interested Doctor of Dental Medicine (DMD) students to conduct an intensive research project and obtain appropriate university credit for their efforts. This program will provide students the opportunity to develop knowledge and skill in research, foster interest in academia, and research career paths, and facilitate acceptance into highly competitive dental graduate programs like Orthodontics and Prosthodontics.

Students in the B.Sc. DENT will begin their program in the summer following Year 1 of the DMD program, by participating in a didactic course, a research methods course and commencing a mentored research program. The program will continue following Year 2 of the DMD program, and there is the expectation that they will complete the requirement of the B.Sc. DENT prior to or during Year 3 of the DMD program. Students will also be required to complete training in research ethics.

The B.Sc. DENT program will be limited to students enrolled in the DMD program in the College of Dentistry and students will need demonstrate strong academic performance.

The College of Dentistry anticipates accepting a maximum of five students per year into the program who will be supervised by 3 to 5 dental researchers. The tuition associated with the program will be nominal, as the all students in the B.Sc. DENT program are also DMD students who pay \$50,000 in tuition annually. There are no

scholarships associated specifically with this program, but students will participate in annual student research competition with cash prizes, with the first place winner being provided with an all-expense paid trip to compete in the National student research competition held as part of the Canadian Dental Association Conference.

The Academic Programs Committee reviewed this proposal at its November 7, 2018 meeting and were supported this as an opportunity to provide meaningful research opportunities for DMD students and to ensure faculty time in supervising undergraduate students is well-utilized. The committee also appreciates how this program will expose students to research in Dentistry as a potential career path.

FURTHER ACTION REQUIRED:

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

ATTACHMENT:

1. Proposal for Academic or Curricular change – BSc DENT

ATTACHMENT 1

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): **BSc DENT**

Field(s) of Specialization: **Dental Research**

Level(s) of Concentration: **N/A**

Option(s): **None**

Degree College: **Dentistry**

Contact person(s) (name, telephone, fax, e-mail): **Dr. Doug Brothwell**

Proposed date of implementation: **June 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.

The BSc DENT program will allow interested dentistry students to conduct a research project while enrolled in the undergraduate dentistry (DMD) program, and obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics).

For the College of Dentistry, this BSc DENT program is the preferred replacement for a long-standing Student Table Clinic initiative. Incorporated within the DMD program, the table clinic initiative required students to complete 5 Credit Units of study in research methodology, conduct a small research project requiring about 40-hours of evening and weekend effort, and present their results in an annual research competition. While we are proud of our historic student research accomplishments and have won the National dental student research competition several times, the table clinic initiative had several drawbacks. It was onerous of both student and faculty supervisor time, was unpopular with most students due to the lost personal time and misalignment with their career goals, and has negatively impacted the research productivity of dental faculty since few student projects had sufficient rigor or magnitude to warrant grant support or publication. The proposed BSc DENT program will avoid these drawbacks by being optional for interested students, allow sufficient time for meaningful research, give students appropriate credit for their invested time and effort, and support faculty research productivity by having students join existing interdisciplinary research projects. Further, the BSc DENT will improve student satisfaction with the DMD program by eliminating the need for every student to participate in a research project. This addresses a ‘Suggestion’ recently received from the Commission on Dental Accreditation in Canada, to reduce the amount of research training in the DMD undergraduate program. The proposed BSc DENT program targets interested students.

- 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.*

The College of Dentistry has developed the *College Strategic Plan 2025*. As part of strategic planning, a SWOT analysis was conducted which identified “low research output” as a major College weakness. The COD strategic plan includes provisions to increase the research capacity and productivity of the dental college. As previously detailed, the historic Student Table Clinic initiative was onerous of both student and faculty supervisor time, was unpopular with most students due to the lost personal time, and has negatively impacted the research productivity of dental faculty since few student projects had sufficient rigor or magnitude to warrant grant support or publication. These drawbacks are the motivation for proposing the BSc DENT program, as we expect the program to provide the following advantages:

- Eliminating the need for faculty to supervise 34 students participating in table clinic research projects each year, will allow faculty to redirect their research efforts into more productive directions.
- The duration and rigor of the BSc DENT program is higher than was the Table Clinic initiative, such that each student research project can make a substantial contribution

- to an existing faculty program of research and grant applications. Each BSc DENT project must result in a manuscript that is submitted to a peer-reviewed journal, thus contributing to the number of College publications.
- The BSc DENT will provide a competitive advantage to USask dentistry graduates who apply for admission to dental specialty graduate programs (i.e., Orthodontics and Periodontics). The competition for admission into these programs is intense, and the BSc DENT credential is a recognized indicator of candidate quality and ability. This advantage aligns with the USask strategic priority of Inspired Communities, by expanding the impact that our graduates have on the world.

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

The BSc DENT program is limited to students enrolled in the undergraduate DMD program in the College of Dentistry. Only this student group has the dental background and training needed to successfully complete this intensive program. Students must demonstrate a B+ average to register in the program.

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

Similar programs are operated by other Canadian dental schools. For example, the University of Manitoba has offered a nearly identical BSc DENT program for more than 35 years and published a 25-year analysis of that dental undergraduate research program in 2008. [*25-year analysis of a dental undergraduate research training program (BSc Dent) at the University of Manitoba, Faculty of Dentistry. J Dent Res 2008:1085-8.*] In that publication, the authors concluded that

“The success of the program has been demonstrated by the continued and increasing demands for entry, the academic achievements of the graduates, and the numbers of graduates who have completed advanced education/training programs or returned to the Faculty as instructors. Analysis of our long-term data validates many recent hypotheses and short-term observations regarding the benefits of dental student research programs. This information may be useful in the design and implementation of dental student research programs at other dental schools”.

McGill University offers a BSc DENT – Dent P degree which operates using a different model, but which requires students to complete only 30 credits of instruction, compared with the 45 Credit Units of student instruction and effort required in this proposal.

<https://www.mcgill.ca/study/2018-2019/faculties/science/undergraduate/programs/bachelor-science-bsc-dental-preparatory-dent-p>

Similar programs also exist in other professional Colleges. For example, the University of Saskatchewan, College of Medicine historically offered a BSc MED program until it was discontinued in 2004, when the College decided that they would prefer to replace the program with a combined MD/MSc or MD/PhD program. The University of Manitoba, College of Medicine continues to operate a highly successful BSc MED program. This

program operates in a very similar model to the BSc DENT program.

(https://umanitoba.ca/faculties/health_sciences/medicine/research/grad_undergrad/BSC_MEd_Summary.html)

The University of Sydney, School of Medicine in Australia has offered a BSc MED program since 1949 under a slightly different model.

([http://sydney.edu.au/medicine/museum/mwmuseum/index.php/The_BSc_\(Med\)_Degree_is_Introduced_in_1949](http://sydney.edu.au/medicine/museum/mwmuseum/index.php/The_BSc_(Med)_Degree_is_Introduced_in_1949))

In the case of this proposal, it will be important to ensure that our credential for successful completion of the program is consistent with that provided by other Universities. A lesser degree / credential (i.e., a Certificate or Diploma) would put our students at a competitive disadvantage when applying for highly competitive dentistry specialty graduate programs (i.e., orthodontics). The BSc DENT credential is appropriate for this program.

2. Admissions

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

Admission requirements for the BSc DENT program will include the following:

1. Current registration in the College of Dentistry DMD program.
2. Successful completion of Year 1 of the DMD program. Special consideration can occasionally be given to students successfully completing the DMD Year 2.
3. DMD program GPA of ≥ 3.2 prior to admission.
4. Ability of the student to find a faculty supervisor and reach mutual agreement to pursue a suitable research project that can be completed in two consecutive 10-week summer terms.

3. Description of the program

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

The curricular objectives are:

1. To develop student skills in research design, hypothesis testing, literature searching, data evaluation, and scientific writing.
2. To immerse students in planning and conducting all aspects of a meaningful research project.
3. To have students submit a scientific manuscript for publication in a peer-reviewed journal.
4. To foster student interest in academic or dental research careers.

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.*

We envision the full curriculum in this program being delivered within 4 courses, with 2 courses occurring in each of the 2 program years.

Year 1:

In the summer term after successful completion of the DMD Year-1 program, students will participate in a 4-credit unit (50 hours) didactic course, DENR 378.3 Introduction to

Research Methods (50 hours). This course will run concurrently with a 23-credit unit course (350 hours) of individualized mentoring and research effort.

Year 2:

In the summer term after successful completion of the DMD Year-2 program, students will participate in a 2-credit unit research methods courses, DENR 478.3 Advanced Research Methods (30 hours). This course will run concurrently with a 25 credit unit course (370 hours) of individualized mentoring and research effort.

c. Provide an overview of the curriculum mapping.

The entire BSc DENT curriculum, with its 4 courses, will be completed in the Summer Term following Year 1 and Year 2 of the DMD program. Occasional students will complete the BSc DENT curriculum following Year 2 and Year 3 of the DMD program.

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

While the two research methods courses will provide a considerable amount of content at the knowledge and comprehension levels, the majority of the BSc DENT program will require student interaction at the application, analysis, synthesis, and judgement levels of Blooms taxonomy. This high-level thinking is required due to the independent and personalized nature of the research projects that form the core of the program.

e. Explain the comprehensive breadth of the program.

The BSc DENT program will allow interested dentistry students to conduct a research project while enrolled in the undergraduate dentistry (DMD) program, and obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics).

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 and Knowledge Goals:

The required BSc DENT research project requires students to apply critical and creative thinking to identify a gap in current knowledge, devise a research project to address the gap, analyze their research finding to synthesize new understanding of the problem. The mix of didactic learning, individual mentoring, and independent effort will ensure students are adept at learning in various ways, and are intellectually flexible and able to manage change while fostering the tools for life-long learning. They will develop a level of comprehensive knowledge and external applicability in their area of research that is not taught to dentists who complete only the DMD program.

Integrity Goals:

BSc DENT students will be required to complete training in research ethics. While the training is specific for research endeavours, it is certain to spill over into intellectual integrity and ethical behavior. The additional insight into the nature of research will help them to better see the limits of their own knowledge and the knowledge of the profession.

Skill Goals:

As stated in the curriculum objectives above, the BSc DENT is designed to develop student skills in research design, hypothesis testing, literature searching, data evaluation, and scientific writing.

Citizenship Goals:

All BSc DENT students will get the opportunity to see how their efforts, and, by association, those of other dental researchers are used to guide the dental profession to improve the lives of the people and populations that we serve.

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

Students cannot enter the BSc DENT program from other programs. Admission is limited to students enrolled in the DMD 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.

Program success will be evaluated after 5 years and after 10 years by looking at some key performance indicators. These KPIs and their respective targets include the following:

<u>Key Performance Indicator</u>	<u>Target</u>
# student applications	≥ 5/year
Program completion rate	95%
# of students accepted to specialties	25%
Student satisfaction with program	TBD
Number of National Table Clinic wins	≥ 1 in 10 years (= national average)

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.

There is no external accreditation or certification available or applicable for the proposed BSc DENT program.

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 BSc DENT program relates only to the DMD program, as current registration and completion of the DMD Year-1 program is an admission requirement. The program will not take students from other programs. Successful completion of the BSc DENT program will improve the competitiveness of our graduates when applying for dental specialty graduate training programs.

- 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 Office of the Provost was consulted as part of College of Dentistry Strategic planning. Consultation was conducted verbally in private meetings with the Provost. No other consultations were conducted outside of the College of Dentistry. Within the College of Dentistry, approval was obtained from the Undergraduate Education Committee and Faculty Council.

- 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.*

N/A. No courses or resources are needed from other Colleges.

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

Attached.

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

Informal consultations were performed with the Commission on Dental Accreditation in Canada (CDAC), and with the College of Dental Surgeons of Saskatchewan. Both parties are supportive of the change, with CDAC giving an accreditation "Suggestion" to reduce the amount of research training within the DMD program.

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).*

We anticipate that a maximum of 5 students will be admitted to the program each year, supervised by 3 to 5 dental researchers. The Associate Dean (Research) will act as Course Coordinator and instructor in the 2 research methods courses.

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

The courses DENT 310.2 and DENT 411.1 will be eliminated from the DMD curriculum. This frees up some instructional time in the Dental College, with the remaining didactic teaching being performed by the Associate Dean (Research) as part of his 20% teaching assignment.

In addition to those changes, the Student Table Clinic Initiative (an additional time requirement inherent in the 3 research courses DENT 210.2, DENT 310.2 and DENT 411.1) will be eliminated, thus reducing the need for faculty to supervise the research efforts of 68 dental students in Year-2 and Year-3. Instead, a smaller number of volunteer faculty will supervise a maximum of 10 students.

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

There will be a small decrease in the total didactic teaching time in the DMD program (3 credit units), and a meaningful decrease in the total student supervision time required of faculty in the DMD program (undefined informal curriculum time).

The BSc DENT program will introduce 6 credit units of didactic instruction, 3 credit units of which will be assigned to the same people who previously taught the DENT 310.2 and DENT 411.1 courses, and the remaining 3 credit units taught by the Associate Dean (Research) as part of his required 20% teaching assignment.

Research supervisors will be volunteer faculty, mostly Category-4 researchers, who accept BSc DENT students as participants in existing or new research program. Category-5 faculty will volunteer to accept BSc DENT students to assist them in meeting their annual research performance goals. This model has been extensively proven in Manitoba where annual student applications and faculty supervision offers surpass the number of stipends available in the program.

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

The main budgetary implication of the proposed BSc DENT program is the \$5,000.00 per year stipend that is provided to students participating in the program. This stipend creates a maximum annual expense of \$50,000.00, \$25K per year for each of the 2-years of the program.

Initial budgetary support for this program will be provided by redirecting existing resources from two sources, the \$25K/year that has been historically used for the Table Clinic Initiative, and the \$30K/year that we recently started to use to support a summer research student initiative. Our intent is to eventually reduce the amount of funding

provided by the College by replacing the operational budget support with other sources of funding. Once the BSc DENT program is operational, the College will submit grant support proposals for student stipend support to the Saskatchewan Health Research Foundation (SHRF), the National Coalition for Oral Health Research (NCOHR), and the College of Dental Surgeons of Saskatchewan (CDSS). Our hope is to replicate the arrangement that is in place at the University of Manitoba, where 5 annual stipends are provided by the Manitoba Medical Service Foundation. In addition, dental faculty with active research grants will be required to match any College funds applied towards student stipends. In this way, the College expects to apply between \$20,000.00 and \$30,000.00 of annual budgetary support for the program on an ongoing basis.

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.

There are no plans to offer the program in a distributed context.

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

It is our hope that there will be dental students who are interested in interdisciplinary research topics, and faculty from other Colleges who volunteer to supervise BSc DENT research projects. In either case, the College is not seeking support from a pool of resources from other Colleges, but will ask supervisors from other Colleges to consider matching student stipend support provided by the College of Dentistry.

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?

There are no scholarships available for students enrolled in the BSc DENT program. However, the BSc DENT program will replace our historic Student Table Clinic initiative which provides a \$500.00, \$400.00, and \$300.00 prize to the 1st, 2nd and 3rd place winners in an annual student research competition. In addition, the 1st place winner is given an all-expense paid trip to compete in the National student research competition held as part of the annual Canadian Dental Association Conference. The winner of that competition receives financial support to represent Canada at the International student research competition held as part of the annual Federation Dentaire International Conference.

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).

We are proposing a \$100 per summer tuition for the program. This low tuition is appropriate as admission is limited to dental students who are already paying about \$50,000.00 per year in combined tuition, student fees, and instrument costs. Nearly all DMD students now graduate with between \$200K and \$ 250K in student loan debt. Any

substantial tuition charged by the program will be a substantial barrier to student participation.

For comparison, the University of Manitoba charges students a tuition of \$1151.65 per year for participation in their identical 2-year BSc DENT program. However, their program is now over 35 years old, and tuition for the BSc DENT was set at a time when the DMD program tuition was a small fraction of what it is today (estimated at less than \$5,000 per year). Student debt was not an issue at that time, but is a very important one today.

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)

Revenue and expense figures have been estimated based on information and details available, including information from the TABBS SAT tool provided by the Integrated Planning and Assessment (IPA) office. We understand the limitations and assumptions that are inherent in the TABBS SAT tool and will adjust our estimates as more detailed information and tools become available. Given that the BSc Dent program will be a key component and support for faculty in our efforts to stimulate greater research productivity in the College of Dentistry, we are committed to ensuring the success of this program and will reinvest any surplus from this program back into research supports for our College.

College of Dentistry			
BScDENT Projected Financial Impact			
Fall 2018			
	Year 1	Year 2	Year 3
	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
REVENUE			
1st year students	5	5	5
2nd year students	0	5	5
Tuition	\$ -	\$ -	\$ -
Total Tuition Revenue	\$ -	\$ -	\$ -
TABBS Incr Op Grant Revenue	\$ 105,886	\$ 235,067	\$ 258,627
Actual Tuition Revenue per TABBS	\$ -	\$ -	\$ -
TOTAL YEARLY REVENUE	\$ 105,886	\$ 235,067	\$ 258,627
EXPENSES			
Indirect Costs (per TABBS)			
Faculty positions	\$ -	\$ -	\$ -
Student Stipends (\$5,000/student)	\$ 25,000	\$ 50,000	\$ 50,000
Consumables	\$ -	\$ -	\$ -
Indirect Expenses - Student Support	\$ 11,671	\$ 23,337	\$ 23,337
	\$ -	\$ -	\$ -
TOTAL YEARLY EXPENSES	\$ 36,671	\$ 73,337	\$ 73,337
NET SURPLUS (DEFICIT)	\$ 69,215	\$ 161,730	\$ 185,290

- 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?*

The enrolment target for the program is a maximum of 5 students per year, pending student interest and supervisor availability. The program continues to be viable with even a single student per year, and if needed, could skip admitting new students for a year without changing the viability of the program. The maximum enrolment with the established funding model is 10 students (5 per year in the 2 summers of study).

- 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?*

The total expected revenue is minimal even at target enrolment levels. The nominal tuition we are proposing does not provide a meaningful revenue stream to the College. Instead, this proposed program is intended to improve College research output (see 1.b. above).

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

The proposed BSc DENT program is independently sustainable with 1 student. Resources have been planned to support a maximum of 5 students per year.

- 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).*

Please see item 5.i. above.

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

Please see item 5.i. above.

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

College Statement

The College of Dentistry strongly supports the BSc DENT program and recommends that the proposal move forward. The BSc DENT program will allow interested dentistry students to conduct a research project while enrolled in the undergraduate dentistry (DMD) program, and obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics). For the College of Dentistry, it will replace our former Student Table Clinic initiative which was onerous of both student and faculty supervisor time, and was unpopular with most students due to the lost personal time and misalignment with their career goals. The proposed BSc DENT program will avoid these drawbacks by being optional for interested students, allowing sufficient time for meaningful research, giving students appropriate credit for their invested time and effort, and by supporting faculty research productivity by having students join existing interdisciplinary research projects. Further, the BSc DENT will improve student satisfaction with the DMD program by eliminating the need for every student to participate in a research project, and addresses an accreditation 'Suggestion', to reduce the amount of research training in the DMD program. Through its strategic planning process, the College of Dentistry has set a goal to enhance and expand its research productivity. This goal resulted from a series of faculty and staff retreats where we discussed College weaknesses and opportunities for meaningful change that have resulted in our current Educational Plan. As part of the Education Plan, we are planning to replace the historic Student Table Clinic initiative with the proposed BSc DENT program in a manner that eliminates the previously mentioned disadvantages of the Table Clinic initiative. Those strategic planning discussions highlighted faculty interest to continue University of Saskatchewan participation in the annual Canadian student research competition. This perceived need is completely addressed within the proposed BSc DENT program.

Consultation has been undertaken with stakeholder groups such as the Commission on Dental Accreditation in Canada (CDAC) and the College of Dental Surgeons of Saskatchewan (CDSS) with support coming from both those organizations. College of Dentistry students were also consulted, and provided clear and nearly unanimous support for the proposed new BSc DENT program. A motion to establish a BSc DENT program was discussed and approved by the College Undergraduate Education Committee, and subsequently ratified by the College of Dentistry Executive Committee.

The College of Dentistry is proud the historic success of our Student Table Clinic initiative, having won the national competition several times. The proposed BSc DENT program will allow our continued participation in that National competition, without the historic challenges of the Table Clinic initiative. The improved rigor of student research is evidence of the new College commitment to the Courageous Curiosity pillar of the University Plan 2025.



Dr. Doug Brothwell
Dean, College of Dentistry

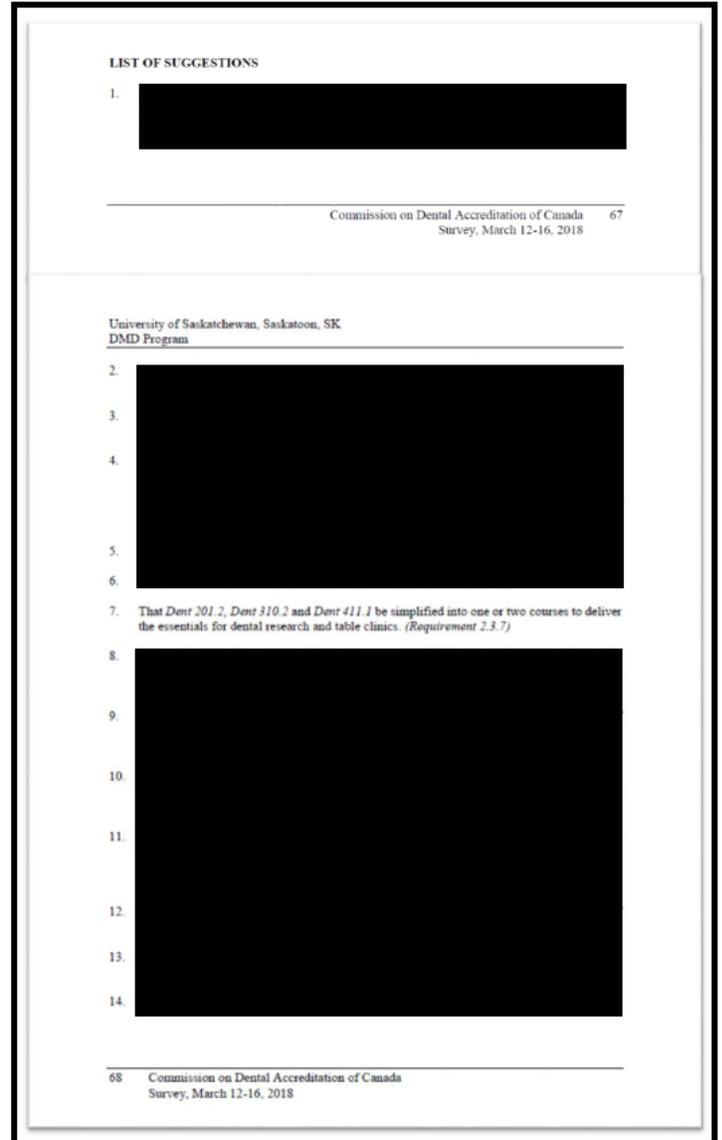
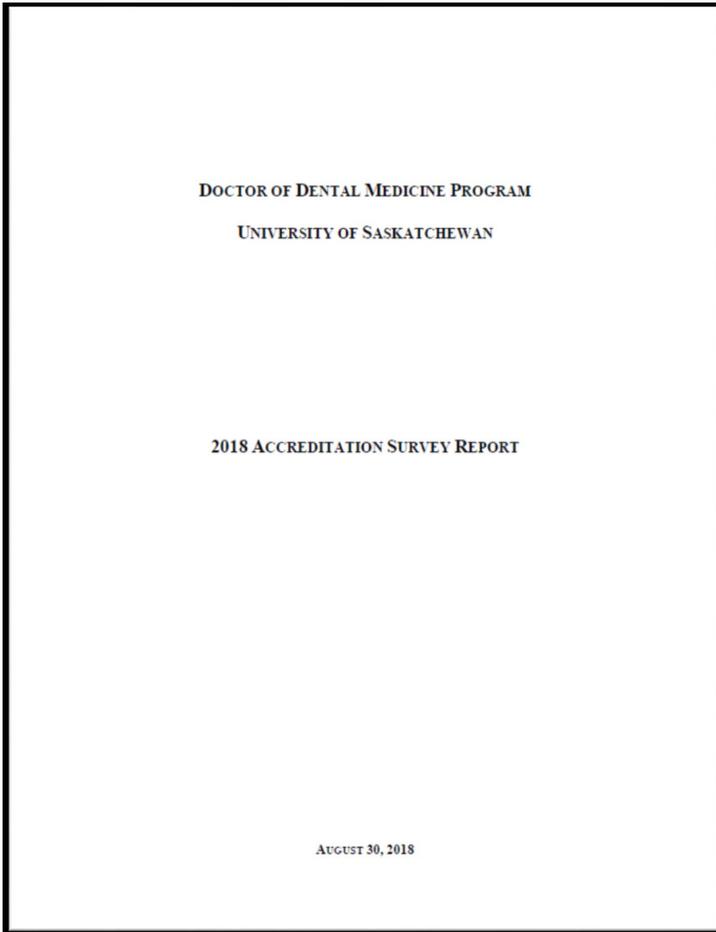
Related Documentation

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

		
<h3>Form no. 4 - College/School Plan: Goal Details</h3>		
<p>Submission due: September 2018</p>		
<p>Academic Unit Name:</p>		
<p>College of Dentistry</p>		
<p>Name of Goal:</p>	<p>New or Existing?</p>	<p>Goal #</p>
<p><i>Expanded Educational Programming</i></p>	<p>New</p>	<p>2</p>
<p>Brief description of goal</p>		
<p>The College of Dentistry has historically offered a single academic program, the undergraduate DMD Program. While the DMD program will always remain the core of the dental school, the absence of additional programming has been identified as a major weakness and threat to the viability of the Dental College. As such, the College of Dentistry is planning to expand its academic offerings both in its core area of strength (undergraduate DMD program) and in new educational programs that diversity College academic offerings, provide opportunities for new students, and address important professional and societal issues. These expanded opportunities will build on our areas of strength and acknowledge our infrastructural limitations.</p>		
<p>Objectives & strategic initiatives</p>		
<p>1. Increase UG DMD student number from 28 to 34. The 6 new students will be from out of province (OOP), increasing our OOP student number from 6 to 12. All 12 OOPs will pay a 1.5x tuition differential. Thirty-four is the absolute maximum number of students that our preclinical infrastructure can support.</p> <p>2. Establish a combined PhD - IDDP program (International Dental Degree Program). The program will accept 3 students per year, with students completing a PhD prior to entering Year-3 of the DMD program. The DMD program can accommodate the additional 6 students (3 in Year-3 and 3 in year-4) as they only participate in the clinical years of the program. The PhD component is detailed under Goal #3.</p> <p>3. Establish a 40-week Certificate in Dental Assisting program to train dental assistants to address the chronic labor shortage in the Province. This 30-student program is offered in partnership with SAIT. Future program offerings will include in-community distance education and clinical training on-reserve.</p> <p>4. Establish a 2-semester BSc DENT program to accept a maximum of 5 students per year into an intensive student research training program.</p> <p>5. Establish two MSc dental graduate programs, Dental Public Health and Pediatric Dentistry. In addition to training needed dental specialists for Saskatchewan and Canada, these graduate students will participate in clinical care and database research within our network of Special Care clinics (Goal #1).</p> <p>6. Establish a PhD program in Craniofacial Science and Precision Medicine.</p>		

- Accreditation review recommendations



- Letters of support
 - N/A
- 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
 - **Attached**
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red
 - **Attached**

Required for all new courses:

- New Course Proposal forms
 - **Attached**
- Calendar-draft list of new and revised courses
 - N/A

Required if resources needed:

- See above information



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New Course Proposal Form

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

1. Approval by department head or dean: **YES**
2. Information required for the Catalogue
 - 2.1 Label & Number of course: **DENR 378.3**
 - 2.2 Title of course: **Introduction to Research Methods**
 - 2.3 Total Hours: Lecture **50** Seminar Lab Tutorial Other
 - 2.4 Weekly Hours: Lecture **10** Seminar Lab Tutorial Other
 - 2.5 Term in which it will be offered: **Spring/Summer (beginning of mid-May – to the third week of June)**
 - 2.6 Prerequisite: **Successful completion of Year 1 of the DMD program. Entry to the DMD program requires 3-years of undergraduate education. Prior to entry to the BSc DENT program, each selected student will have completed a minimum of 4 years of University level education.**
 - 2.7 Calendar description:
This course will start in mid-May and will end in the third week of June. Students will have 2 hours of lecture (9-11am) every weekday for 5 weeks (10 hours lecture time per week). Modules 1, 2 and 4 will run on Thursdays and Fridays for 5 weeks (20 hours total). Module 3 will run on Mondays, Tuesdays and Wednesdays for 5 weeks (30 hours total).
 - 2.8 Any additional notes

N/A
3. Rationale for introducing this course.
The College of Dentistry is implementing BSc DENT program to provide interested dentistry students with the opportunity to conduct a research project while enrolled in the undergraduate dentistry (DMD) program and to obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics). This course is the first of two didactic courses of the BSc DENT program and aims to introduce students to the research methodology required to complete a research project. This course will focus on research terminology, concepts and methodology.
4. Learning Objectives for this course.

At the end of this course, students will be able to:

- i. use library resources and tools to search for available published research relevant to their research project**
- ii. collect and synthesize the existing body of research relevant to their research project**
- iii. articulate a clear research question or problem and formulate a hypothesis**
- iv. define and discuss basic research terminology, concepts, and theory**
- v. select and demonstrate appropriate use of research methodologies for their project**
- vi. discuss and demonstrate research ethics and responsible research conduct**
- vii. develop solutions to research setbacks, by demonstrating appropriate problem solving skills**

Draft Course Descriptions:

This course provides an introduction to the terms, concepts and methodologies used in conducting dental research. The course emphasizes the information and tools required for a student to initiate a novel research project under the guidance and supervision of a faculty mentor. Research ethics is also addressed to ensure that student research conforms to the highest ethical standards in the use of human subjects, animals and biohazardous materials.

DENR 378.3 Introduction to Research Methods - 4 modules of total 50 hours

Module 1: Literature Review and Meta-analysis (8 hours)

This module deals with the full scope of principles, concepts and methods of systematic literature reviewing, including meta-analysis (statistical pooling of outcomes of included component studies). By means of lectures, tutorial group meetings and workshops attention will be paid to issues like the various approaches to reviewing the literature; strengths and limitations of the systematic literature review; reviews dealing with various types of primary study (e.g., reviews on prevalence, observational, intervention, diagnostic, prognostic, or evaluation studies); structure of a systematic review and steps in conducting a systematic review; strategies, tools and sources for searching the literature; qualitative and quantitative data extraction from retrieved publications; principles of methodological quality assessment of component studies (e.g., risk of bias assessment); tools for identification of publication bias.

Module 2: Legal Rules and Ethical Issues (4 hours)

This module covers the law, ethics, and policy of human subjects and animal research. Special emphasis is placed on informed consent, protocol design, data management and privacy, and research integrity (falsification, fabrication, and plagiarism).

Module 3: Basic Biostatistics and Methods of Epidemiology (30 hours)

This module will focus on basic probability theory and statistical methods used by dental researchers. These include design of experiments, point and interval estimation, and hypothesis testing. Topics also include simple and multiple regression methods, and analysis of variance and covariance. An overview and introduction to the measure of associations used in epidemiologic studies, as well as a description of the nature and characteristics of major epidemiologic study designs will also be discussed.

Module 4: Survey Sampling and Mixed Methods (8 hours)

This module will focus on the main sampling methods used for surveys in dental clinical research, including: probability sampling; simple random sampling; stratified sampling; systematic sampling; multi-stage sampling; sampling with probability proportional to size; cost factors; sampling errors; non-response; sampling frame problems; non-sampling errors; practical designs and procedures. An introduction to statistical computer packages in both network and microcomputer environments as well as data organization and file management will also be discussed.

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?

6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? **DENT 310.2 and DENT 411.1**
Course(s) for which this course will be a prerequisite? **None**
Is this course to be required by your majors, or by majors in another program? **No**
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	Module 3: Basic Biostatistics and Methods of Epidemiology "Biostatistics Methods and Study Design"	Module 3: Basic Biostatistics and Methods of Epidemiology "Biostatistics Methods and Study Design"	Module 3: Basic Biostatistics and Methods of Epidemiology "Biostatistics Methods and Study Design"	Module 1 - Literature Review and Metanalysis "Advantages and disadvantages of the various types of literature search and methods"	Module 1 - Literature Review and Metanalysis "How to tailor the principles of systematic literature review to the requirements of different study"
2	"Biostatistics and Data Analysis"	"Biostatistics and Data Analysis"	"Biostatistics and Data Analysis"	"Steps of a systematic literature review and standards and guidelines for the publication of systematic literature reviews"	"Possibilities and limitations of extrapolation of the results of systematic reviews to clinical practice"
3	"Theoretical models and core concepts in epidemiology"	"Conceptualize and design of an epidemiological study"	"Epidemiological Instruments"	Module 2: Legal Rules and Ethical Issues "Human and Animal Ethics"	Module 2: Legal Rules and Ethical Issues "Copyright and Plagiarism"
4	"Analytical strategies to deal with complex data"	"Analytical strategies to deal with complex data"	"Analytical strategies to deal with complex data"	Module 4: Survey Sampling and Mixed Methods "Basic Survey Design"	Module 4: Survey Sampling and Mixed Methods "Quantitative Research"
5	"Statistical and Epidemiological skills through hands-on"	"Statistical and Epidemiological skills through hands-on"	"Statistical and Epidemiological skills through hands-on"	"Qualitative Research"	"Mixed Methods and Experimental"

	exercises using a range of data sets”	exercises using a range of data sets”	exercises using a range of data sets”		Decision Making”
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8. Enrolment.
Expected enrollment: **5**
From which colleges? **Dentistry only**
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
P/F course
10. Required text:
- 1) **Critical Thinking: Understanding and Evaluating Dental Research, Second Edition, 2007. Author(s)/Editor(s): Brunette, Donald Maxwell.**
 - 2) <https://www.nidcr.nih.gov/research/data-statistics>
 - 3) **Dental Statistics Made Easy, Third Edition Paperback – Oct 11 2016; by Nigel C. Smeeton (Author).**
11. Resources.
Proposed instructor: **Dr. Petros Papagerakis**
How does the department plan to handle the additional teaching or administrative workload? **Two existing research courses are being discontinued from the DMD program (DENT 310.2 and DENT 411.1) to free up instructional time.**
Are sufficient library or other research resources available for this course? **Yes**
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. Date of Implementation: **May 2019**
To be offered: **annually** biennially other



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New Course Proposal Form

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

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: **DENR 379.20**
 - 2.2 Title of course: **Research Project**
 - 2.3 Total Hours: Lecture Seminar Lab Tutorial **Other Research**
350hrs
 - 2.4 Weekly Hours: Lecture Seminar Lab Tutorial **Other 30-40 hrs**
 - 2.5 Term in which it will be offered: **Spring/Summer (beginning of mid-May – to end of July)**
 - 2.6 Prerequisite: **Successful completion of Year 1 of the DMD program**
 - 2.7 Calendar description:
This course will start in mid-May and will end in the end of July. Students will have 6 hours of research time every weekday for 5 weeks and then 8 hours per day for the remaining 5 weeks.
 - 2.8 Any additional notes
3. Rationale for introducing this course.
The College of Dentistry is implementing BSc DENT program to provide interested dentistry students with the opportunity to conduct a research project while enrolled in the undergraduate dentistry (DMD) program and to obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics). This course is the first of two didactic courses of the BSc DENT program and aims to introduce students to the research methodology required to complete a research project. This course will focus on research terminology, concepts and methodology.
4. Learning Objectives for this course.
At the end of this course, students will be able to:
 - i. **conceptualize, prepare, plan, and design a unique research project on a topic of interest, subject to approval by the faculty mentor**
 - ii. **write a fully-developed research protocol and obtain the necessary research ethics approval to conduct the research**
 - iii. **implement the research project, collecting data as appropriate for the project**
 - iv. **collaborate in a constructive manner with other researchers, using appropriate communication skills**

- v. **work autonomously and effectively, setting and meeting commitments and deadlines**
- vi. **reflect on the progress of the research project, identifying strengths and areas for growth**
- vii. **communicate constructively with peers, faculty mentors, and support staff**

Draft Course Descriptions:

DENR 379.20 Research Project (350 hours of the 10-week semester)

Description: A research course where students, in consultation with a supervising faculty member, develop and implement a research project on a novel topic of their interest. Individualized, student-specific mentoring and coaching will take place as students address the following aspects of their research project: literature review, research protocol development, subject informed consent, research ethics approval, and data collection.

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?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? **N/A**
Course(s) for which this course will be a prerequisite? **N/A**
Is this course to be required by your majors, or by majors in another program? **No**
7. Course outline. **Self-directed**
(Weekly outline of lectures or include a draft of the course information sheet.)
8. Enrolment.
Expected enrollment: **5**
From which colleges? **Dentistry only**
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
P/F course
10. Required text: **N/A**
11. Resources.
Proposed instructor: **TBD. Students must find a Faculty supervisor willing to mentor and supervise their research project before entering to the BSc program.**
How does the department plan to handle the additional teaching or administrative workload?
Are sufficient library or other research resources available for this course? **Yes**
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. Date of Implementation: **May 2019**
To be offered: **annually** biennially other



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

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

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: **DENR 478.3**
 - 2.2 Title of course: **Advanced Research Methods**
 - 2.3 Total Hours: Lecture **30** Seminar Lab Tutorial Other
 - 2.4 Weekly Hours: Lecture **10** Seminar Lab Tutorial Other
 - 2.5 Term in which it will be offered: **Spring/Summer (beginning of mid-May – to first week of June)**
 - 2.6 Prerequisite: **DENR 378.3 and successful completion of Year 2 of the DMD program**
 - 2.7 Calendar description:
This course will start in mid-May and will end in the first week of June. Students will have 2 hours of lecture (9-11am) every weekday for 5 weeks (10 hours lecture time per week). Module 1 will run on Mondays, Tuesdays and Wednesdays for 3 weeks (18 hours total). Module 2 will run on Thursdays and Fridays for 3 weeks (12 hours total).
 - 2.8 Any additional notes
3. Rationale for introducing this course.
The College of Dentistry is implementing BSc DENT program to provide interested dentistry students with the opportunity to conduct a research project while enrolled in the undergraduate dentistry (DMD) program and to obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics). This course is the second of two didactic courses of the BSc DENT program and aims to introduce students to the research methodology required to complete a research project. This course will focus on research terminology, concepts and methodology.
4. Learning Objectives for this course.
At the end of this course, students will be able to:
 - i. **discuss issues related to managing the information in a research data set**
 - ii. **clean the data set, and name and label the inherent variables**
 - iii. **produce frequency distributions describing each of the variables in the data set**
 - iv. **transform variables by recoding data either into in existing variables, or by creating new variables**
 - v. **conduct bivariate analysis using appropriate statistical testing**

- vi. **generate multivariate regression analysis to look for independent effects between variables**

Draft Course Descriptions:

This course provides an introduction to the methodologies used in working with research data and databases, and the methods required for scientific writing. The course emphasizes the information and tools required to manage research data in a manner that leads to valid conclusions. This includes data entry, data cleaning, data transformation, production of frequency distributions, and bivariate and multivariate data analysis. The latter part of the course focuses on scientific writing for publication.

DENR 478.3 Advanced Research Methods - 2 modules of total 30 hours

Module 1: Analysis and Presentation of Research Topics - Year 2 (18 hours)

This module is intended to integrate and apply bio-statistical and epidemiologic methods presented in the first-year course to real research data. Students will use the scientific objectives of their research study and develop a statistical analysis strategy appropriate for those objectives; will also learn to plan strategies for statistical design and analysis and implement these strategies; learn to be aware of problems that arise in data collection; learn to communicate through presentation of oral and written reports and through student and faculty critiques of these reports; learn to communicate results of research projects in clear, accurate, concise language.

Module 2: Scientific Writing - Year 2 (12 hours)

This module aims in enhancing the knowledge in the preparation of a written document whose focus is on an integrated research plan including specific aims, background and significance, design, methods, logistical implementation and statistical analysis, and fiscal requirements. Learn appropriate writing styles and formats for clinical versus research articles and apply writing skills to research papers.

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?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? **DENT 310.2 and DENT 411.1**
Course(s) for which this course will be a prerequisite? **N/A**
Is this course to be required by your majors, or by majors in another program? **No**
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	Module 1: Analysis and Presentation of Research Topics "Apply statistics to your own research"	Module 1: Analysis and Presentation of Research Topics "Apply statistics to your own research"	Module 1: Analysis and Presentation of Research Topics "Apply statistics to your own research"	Module 2: Scientific Writing "How to write an integrated research plan"	Module 2: Scientific Writing "How to write an integrated research plan"
2	"Apply epidemiological methods to	"Apply epidemiological methods to	"Apply epidemiological methods to	"How to write an integrated	"How to write a research paper"

	your own research”	your own research”	your own research”	research plan”	
3	“Presentation of oral and written research reports”	“Presentation of oral and written research reports”	“Presentation of oral and written research reports”	“How to write a research paper”	“How to write a research paper”

8. Enrolment.
Expected enrollment: **5**
From which colleges? **Dentistry only**
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
P/F course
10. Required text:
- 1) **Critical Thinking: Understanding and Evaluating Dental Research, Second Edition, 2007. Author(s)/Editor(s): Brunette, Donald Maxwell.**
 - 2) **<https://www.nidcr.nih.gov/research/data-statistics>**
 - 3) **Dental Statistics Made Easy, Third Edition Paperback – Oct 11 2016; by Nigel C. Smeeton (Author).**
 - 4) **The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) Fourth Edition, 2016.**
11. Resources.
Proposed instructor: **Dr. Petros Papagerakis**
How does the department plan to handle the additional teaching or administrative workload? **Two existing research courses are being discontinued from the DMD program (DENT 310.2 and DENT 411.1) to free up instructional time.**
Are sufficient library or other research resources available for this course? **Yes**
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. Date of Implementation: **May 2020**
To be offered: **annually** biennially other



**UNIVERSITY OF
SASKATCHEWAN**

New Course Proposal Form

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

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: **DENR 479.20**
 - 2.2 Title of course: **Research Project**
 - 2.3 Total Hours: Lecture Seminar Lab Tutorial **Other Research**
370hrs
 - 2.4 Weekly Hours: Lecture Seminar Lab Tutorial **Other 30-40hrs**
 - 2.5 Term in which it will be offered: **Spring/Summer (beginning of mid-May – to end of July)**
 - 2.6 Prerequisite: **DENT 379.20 and successful completion of Year 2 of the DMD program**
 - 2.7 Calendar description:
This course will start in mid-May and will end in the end of July. Students will have 6 hours of research time every weekday for 3 weeks and then 8 hours per day for the remaining 7 weeks.
 - 2.8 Any additional notes
3. Rationale for introducing this course.
The College of Dentistry is implementing BSc DENT program to provide interested dentistry students with the opportunity to conduct a research project while enrolled in the undergraduate dentistry (DMD) program and to obtain a University degree appropriate for their efforts. The proposed program will give students the opportunity to develop knowledge and skills in research, foster interest in academia and research career paths, and facilitate acceptance into highly competitive dental graduate programs (i.e., Orthodontics, Prosthodontics). This course is the first of two didactic courses of the BSc DENT program and aims to introduce students to the research methodology required to complete a research project. This course will focus on research terminology, concepts and methodology.
4. Learning Objectives for this course.
At the end of this course, students will be able to:
 - i. **clean, label and recode the data set for their research project**
 - ii. **run descriptive statistics (frequency distributions) on their data set**
 - iii. **analyze their data set using bivariate and multivariate analysis, as appropriate**
 - iv. **communicate the results of their research project by synthesizing a scientific manuscript suitable for publication in the peer-reviewed dental literature, or equivalent**

- v. defend the research project to a formal BSc DENT Defense Committee, including research methodology, findings and conclusions, at a public presentation
- vi. articulate the relevance of their research for the dental profession, and for the health of the public
- vii. reflect constructively on the research experience and any effect it has had of their future plans, including graduate program training in a dental specialty

Draft Course Descriptions:

DENR 479.20 Research Project (370 hours of the 10-week semester)

A research seminar course where students, in consultation with a supervising faculty member, analyze the data collected for their research project and compose a summary manuscript in a format suitable for publication in a peer-reviewed journal. Individualized, student-specific mentoring and coaching will take place as students address the following aspects of their research project: transcription, transformation, and translation of data, data analysis and summary, and scientific writing specific for the individual research project.

- 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?
- 6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? **N/A**
Course(s) for which this course will be a prerequisite? **N/A**
Is this course to be required by your majors, or by majors in another program? **No**
- 7. Course outline. **Self-directed**
(Weekly outline of lectures or include a draft of the course information sheet.)
- 8. Enrolment.
Expected enrollment: **5**
From which colleges? **Dentistry only**
- 9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
P/F course
- 10. Required text: **N/A**
Include a bibliography for the course.
- 11. Resources.
Proposed instructor: **TBD. Students must find a Faculty supervisor willing to mentor and supervise their research project.**
How does the department plan to handle the additional teaching or administrative workload?
Are sufficient library or other research resources available for this course? **Yes**
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
- 12. Date of Implementation: **May 2020**
To be offered: **annually** biennially other

Catalogue Entry:

Bachelor of Science in Dentistry [B.Sc. (Dent.)]

The Bachelor of Science Dentistry program in the College of Dentistry is a full-time program completed over two summer terms following Years 1 and 2 of the Doctor of Dental Medicine Program. The program consists of a combination of academic course work and an intensive research experience of 600. The program has been designed to provide students the opportunity to develop knowledge and skills in research to foster interest in research career paths and provide a competitive advantage to students applying to specialty graduate programs. Students will work with a designated faculty supervisor to design and conduct a research project to be completed over two consecutive 10-week summer terms. Students are required to complete a progress report at the end of the first term and submit a manuscript to a peer-reviewed journal for publication following the second term. The BSc DENT degree is conferred at the same time as the DMD degree to students successfully meeting the requirements for both degrees.

Admission Requirements

- Current registration in the Doctor of Dental Medicine (D.M.D.) program
- Completion of Year 1 of the D.M.D. program with a cumulative weighted average of 78% or higher
- Approval of a program of study for the research project by a College of Dentistry faculty supervisor

Selection Criteria

- Applicants will be ranked based on cumulative weighted average

Bachelor of Science in Dentistry [B.Sc. (Dent.)] Program Requirements (46 credit units)

Spring and Summer Terms, between Years 1 and 2 of the D.M.D. Program (23 credit units):

- DENR 378.3 Research Methods – Terminology, Concepts and Methodology
- DENR 379.20 Research Project
- Successful completion of a progress report on research

Spring and Summer Terms, between Years 2 and 3 of the D.M.D. Program (23 credit units):

- DENR 478.3 Research Methods – Analysis, Statistics and Scientific Writing
- DENR 479.20 Research Project

Additional Requirements:

- Successful oral defense of research project to College Research Committee
- Presentation of successfully defended project at College/University research competition
- Attendance at national clinical research competition by student selected with best research project
- Submission of a manuscript to a peer-reviewed journal

- Successful completion of all D.M.D. program requirements

New Course Proposals:

New subject code, "DENR," Dentistry Research

DENR 378.3 Research Methods – Terminology, Concepts and Methodology

Description

Prerequisites: Successful completion of Year 1 of the DMD program

DENR 379.20 Research Project

Description

Prerequisites: Successful completion of Year 1 of the DMD program

DENR 478.3 Research Methods – Analysis, Statistics and Scientific Writing

Description

Prerequisites: DENR 378.3 and successful completion of Year 2 of the DMD program

DENR 479.20 Research Project

Description

Prerequisites: DENR 379.20 and successful completion of Year 2 of the DMD program

Academic Policies – any changes? Do the academic policies already listed in the catalogue cover this program, or do you need to make changes to this section: <http://www.usask.ca/programs/colleges-schools/dentistry/index.php>

No changes required to existing academic policies



UNIVERSITY OF
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Library Requirements for New Programs and Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate [Liaison Librarian](#) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of program: **Bachelor's of Science in Dentistry**

Short form (degree abbreviation): **B.Sc. Dent**

Sponsoring Department/College: **College of Dentistry**

Degree Level: **Undergraduate**: Graduate:

2. Library Resources

2.1 Resources are/will be located mainly in the **Health Sciences Library**

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

The current budget allocated for the College of Dentistry is \$11,686 and is sufficient to support the research and learning needs of the College.

2.3 Specify serial titles that are core to this program.

A sample would include: Journal of Dental Research, Journal of the American Dental Association, Community Dentistry and Oral Epidemiology, Caries Research, etc.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

Resources not available at the University of Saskatchewan can be obtained through the Library's interlibrary loan program, which is centrally funded.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

No

2.6 What are the human resource requirements to support this program?

(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

The Library has a liaison librarian responsible for the College of Dentistry.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

None

3.2 What new electronic resources/databases are required?

None

3.3 Are there new/additional library technology requirements necessary to support this program?

No

3.4 Are there distance education service needs and costs?

No

3.5 Provide an estimated budget required for library resources to support this program annually.

\$12,000

4. Statement of Assessment of Library requirements

(Indicate Library capacity to support new program)

I believe that the current Library resources (materials and human resource requirements) are adequate to support the new program.

Date: **October 24, 2018**



Liaison Librarian's Signature:

Library Dean's Signature

Faculty member (for the sponsoring college/dept)

From: PCIP Info Email
Sent: Friday, April 20, 2018 10:26 AM
To: Brothwell, Douglas
Cc: Vannelli, Anthony; VP Finance and Resources; Rigby, John; Thomarat, Jacquie; Freeman, Jen; Summers, Terry; Fuglerud, Kevin; PCIP Info Email
Subject: 2018/19 Tuition-bridge Funding

This email is being sent on behalf of John Rigby, associate provost, institutional planning and assessment (IPA)

Good morning Dean Brothwell,

I am writing today on behalf of the Provost's Committee on Integrated Planning (PCIP).

On April 2, 2018, PCIP met and discussed the College of Dentistry requests for Tuition-bridge Funding for 2018/19.

PCIP has approved a total allocation of \$135,000 to the college to be distributed to the following areas as costs are incurred:

- 1) Dental Assistant Program - \$50,000 was approved; and,
- 2) Combined PhD/DMD and the International Dental Degree Program – \$85,000 was approved.

PCIP encourages the college to differentiate the Dental Assistant Program from the University of Regina and Saskatchewan Polytechnic offerings.

These funds are one-time and are provided on the understanding that the costs they are defraying will generate incremental tuition revenue in 2018/19. Please provide reporting to IPA by January 31, 2019, to verify these expenses are being incurred in 2018/19. If, for unforeseen circumstances, supporting expenses are not incurred in 2018/19, PCIP will allow a one-year deferral to access these funds upon receipt and approval of an exemption request by January 31, 2019.

Doug, as dean of the College of Dentistry, you will assume responsibility for allocating these resources in alignment with the funding proposal. PCIP delegates to your office the responsibility for specific allocation and management of these resources.

PCIP would like to remind you that numerous supports internal to the university exist to assist you with this initiative, and we look forward to supporting your efforts. Jen Freeman, Manager, Financial Strategy and Planning, IPA, will be in touch with your office to arrange for the transfer of funds.

The members of PCIP thank you and your colleagues for your work.

Regards,

John

John M. Rigby Ph.D.
Associate Provost
Institutional Planning and Assessment
Ph: (306) 966-1827

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

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

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.

2 What is the name of the new degree, diploma, or certificate?
 Bachelor of Science Dentistry [BSCDEN] - suggested code / description for student system (6 chars for code and 30 chars for short degree description); long description of "Bachelor of Science in Dentistry" 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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?
 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:

BSCD - In Bach of Science Dentistry

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

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.
 NO

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

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

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.

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

Bachelor of Science Dentistry [BSCDEN] - suggested code / description for student system (6 chars for code and 30 chars for short degree description); long description of "Bachelor of Science in Dentistry" will be used

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

Bachelor of Science Dentistry [BSCDEN] - suggested code / description for student system (12 chars for code and 30 chars for description)

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?

College of Dentistry / Department of Dentistry (Dean's Office)

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?
If yes, choose one of the following?

Yes No

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?

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)

Yes No Revised

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

Yes No Revised

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

Yes No
Yes No

1 Is this a new college, school, center, or department?
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.

- 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?

DENR - Dental Research

2

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

Dentistry / Dentistry (Deans Office)

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

Yes

4 Does the program timetable use standard class time slots, terms, and sessions?

If NO, please describe.

Yes No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

If YES, please describe.

Yes No

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

Section 8: Admissions, Recruitment, and Quota Information

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

No - as taking at same time as DMD program

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

YYYY05 [May term only]

3 Does this impact enrollment?
Slight increase as will accept a maximum of 5 students per year but may vary slightly

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the College of Dentistry

5 Can classes towards this program be taken at the same time as another program?
Yes - only with DMD

6 What is the application deadline?

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

8 What is the selection criteria? (I.E. 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? (I.E. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

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

11 Who makes the admission decision? (I.E. Admissions Office or College/Department/Other?)
College of Dentistry

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

13 Will the standard application fee apply?
No application fee

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

15 Are international students admissible to this program?
No

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.)?

New hood

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

Registrarial Services will do this

3 When is the first class expected to graduate?

Spring Convocation 2022

4

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

5

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)?

If YES, what and by what date?

Yes No

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.)

2 Will students register themselves?

If YES, what priority group should they be in?

Yes No

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

1 Will instructors submit grades through self-serve?

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

[As per current set up

Yes No

Section 14: T2202 Information (tax form) - as per current set-up

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?
If yes, what is the name of the program? Yes No

2 What is the effective date of this termination?

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

4 Are there currently any students enrolled in the program?
If yes, will they be able to complete the program? Yes No

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?
If yes, please select one of the following mobility activity types. Yes No

- 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*	X
Other *	
Program Based*	

* See attached documents for further details

Proposed tuition = \$100/year

- 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?
 If NO, please describe.

--	--
- 5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?
 IPA involved in tuition discussion
 IPA Additional comments?

--	--
- 7 Will students outside the program be allowed to take the classes?
 No Yes
- 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 No
- 10 Do standard cancellation fee rules apply?
 Yes No
- 11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.
 No Yes
- 12 Are you moving from one tuition code (TC) to another tuition code?
 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: SEDD - Information Dissemination (internal for SEDD use only)

- 1 Has SEDD, Marketing and Student Recruitment, been informed about this new / revised program?

Yes	No
-----	----
- 2 Has SEDD, Admissions, been informed about this new / revised program?

Yes	No
-----	----
- 3 Has SEDD, Student Finance and Awards, been informed about this new / revised program?

Yes	No
-----	----
- 4 Has CGSR been informed about this new / revised program?

Yes	No
-----	----
- 5 Has SEDD, Transfer Credit, been informed about any new / revised courses?

Yes	No
-----	----

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		No	

SIGNED

Date: October 16 / 2018

Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative(s): *Marzi Kenny Muligan*

IPA Representative(s): *[Signature]*

AGENDA ITEM NO: 10.7

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Combined Pharm D./MBA Program**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Academic Programs Committee reviewed and approved the combined Pharm D./MBA program at its October 24, 2018 meeting.

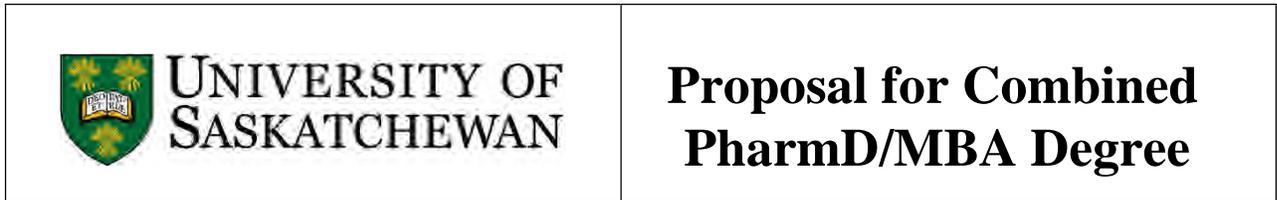
The College of Pharmacy and Nutrition, the Edwards School of Business, and the College of Graduate and Post-Doctoral Studies (CGPS) proposed a combined program for students wishing to pursue the PharmD and MBA programs concurrently. This combined program is a reduction of 15 credit units from taking the programs independently. Most coursework for the MBA program will occur in spring and summer terms, allowing students to complete the requirements for both degrees in 4 years, as opposed to the five years it would take to complete the programs independently.

Students will need to already be enrolled in the PharmD program to apply for this combined program, and will need to satisfy all admissions requirements for the MBA program. Thus, the combined program will only be available to students who have already completed an undergraduate degree. Students enrolled in the program will have the option of pursuing either the MBA program or the Pharm D. program, should they determine that they do not wish to pursue both degrees.

This combined program was reviewed by the Graduate Programs Committee on February 13, 2018 and the Executive Committee in the College of Graduate and Postdoctoral Studies on September 21, 2018 and both recommended that it come forward to APC for approval.

ATTACHMENTS:

1. Proposal for Combined Pharm D./MBA Program

**1. PROPOSAL IDENTIFICATION**

Title of proposal: Combined PharmD/MBA

Degree(s): Doctorate of Pharmacy (PharmD) and an MBA

Field(s) of Specialization: Pharmacy/General

Business Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies/Edwards
School of Business/College of Pharmacy and Nutrition

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

Trever Crowe; 966-2229; Kelly.clement@usask.ca
Noreen Mahoney; 966-2556;
mahoney@edwards.usask.ca Kerry Mansell; 966-5235;
kerry.mansell@usask.ca
Yvonne Shevchuk; 966-6330;
yvonne.shevchuk@usask.ca

Proposed date of implementation: September 2019

University of Saskatchewan Combined PharmD/MBA Degree Proposal

The Edwards School of Business and the College of Pharmacy and Nutrition seek approval for a combined degree in business and in pharmacy. The program will be a four-year program allowing students to complete their PharmD degree and their MBA in the same time frame, with significant MBA course work occurring in the spring and summer session terms.

The PharmD/MBA Program will be a 4-year program administered jointly by the Edwards School of Business and the College of Pharmacy and Nutrition at the University of Saskatchewan. The two degrees are complimentary and will allow students to complete two degrees in less time than if they were taken separately (4 years versus 5).

Students will leave the University of Saskatchewan prepared to practice either in a career in pharmacy and/or a career in business.

Interested applicants will be PharmD students in the College of Pharmacy and Nutrition, University of Saskatchewan, who must also apply to be admitted into the MBA program. They may also be students trying to get into the pharmacy program and who apply for both programs at the same time. Students must complete a minimum of 39 credits in the MBA program and 163 credits in the PharmD program for a total of 202 credits. The program of studies must be approved by the Joint PharmD/MBA Admissions Committee upon commencement of both degrees.

Admission Requirements

- A valid offer of admission to the PharmD program or up to 12 months of registration in the PharmD program. Students must express their interest in the combined program to the Administrative Officer Undergraduate Affairs in the College of Pharmacy & Nutrition.
- Selection criteria will be based on the following: 1) minimum weighted average of 70% in the last two full years of study (or 60 credit units to the nearest term if they are a U of S grad); 2) minimum of 60% in all PharmD courses with no failures in the PharmD program (if applicable); 3) letter of intent.
- All posted admission requirements for the MBA program.
- The Admissions Committee in the College of Pharmacy and Nutrition will make a recommendation to the joint PharmD/MBA Admissions Committee.

Tuition

Students will be charged tuition on a prorated basis for the credits that they complete in each degree. As an example, using current tuition amounts the total MBA degree is currently assessed at \$30,006 for 45 credit units (\$666.80 per unit; subject to change year-by-year). Total credit units taken in the MBA program will be 39; therefore, given current tuition levels the cost would be \$26,005.20 for the MBA component of the degree. The same calculation would be done for the PharmD degree components. The total PharmD degree cost is

\$68,000 for 172 credit units (\$395.34 per credit unit). For someone taking the combined degree, they will only be taking 163 credit units in the PharmD program, so the tuition costs for the PharmD component will be \$64,441.86.

Student Profile

Students who are selected into the joint PharmD/MBA program will be students who have been able to demonstrate to the Joint PharmD/MBA Admissions Committee that they have advanced skills in creative and critical thinking. They may include pharmacy students who in the future will be involved in administration, management, industry, and business ownership. Broadly speaking, the goal of the MBA program is to develop general business skills in individuals coming from different disciplinary backgrounds. The foundation of these skills are functional and disciplinary knowledge with an additional layer focused on student's ability to think critically and develop creative solutions in an organizational context.

Students who are simultaneously training in Edwards and the College of Pharmacy and Nutrition will stand out compared to their peers due to the additional training they will be receiving in their pharmacy degree. The course exemptions approved in the MBA degree are related to the skills they are developing in their pharmacy degree.

Students who are completing a combined degree will be exempted from MBA 877.3 Leadership and Organizational Dynamics and MBA 819.3 Marketing for Organizational Decision Making. The MBA Faculty Council at the Edwards School of Business considered the learning outcomes for the MBA degree, and were unanimously confident that the students would gain the intended learning outcomes from the following courses in Pharmacy:

PHAR 213.3 Management 1

PHAR 314.3 Management 2 and PHAR 315.3 Issues in Healthcare and Pharmacy Practice and PHAR 395.5 Preparing for Patient Care

These classes were identified from the PharmD program submission document, as defined by the Guiding Principles for PharmD program development for educational goals and attitudes. Here are some of the descriptors written in these Guiding Principles for the above classes:

..."develop students' leadership skills; ...the program should foster interprofessionalism; should include an entrepreneurial/business focus and that the program values should foster responsibility or accountability within the context of societal expectations."

"Students will translate components of management and policy development to the pharmacy profession, including strategic planning, human and financial resource management, quality control and improvement, and emerging technologies in practice"

In addition, the graduate attributes developed in students in the Pharmacy program are in-line with the learning outcomes established by the MBA administration.

These attributes as well as many others identified in the Doctor of Pharmacy proposal match very closely with the objectives of the Edwards MBA program; therefore, the MBA Faculty Council is confident that the students graduating with a combined degree will have met the learning objectives established by the MBA program.

Only students who are accepted into the combined program can use the MBA classes or the PharmD classes in the other degree. If they choose to complete one of the degrees without completing the complementary degree, then they would have to fulfill all of the criteria as required to obtain said degree.

**Tentative Schedule:
MBA/PharmD Program Proposed Schedule**

Year 1 TERM 1	Year 1 TERM 2	Year 1 TERM 3 & 4 (Spring/Summer)
PHAR 190.0: Introduction to the College/Program/Year 1	PHAR 123.3: Foundational Sciences 3: Foundational Pathophysiology & Pharmacology 2	(Spring Summer) PHAR 185.4: Introductory Community Pharmacy Practice Experience
PHAR 121.3: Foundational Sciences 1: Foundational Pathophysiology & Pharmacology 1	PHAR 124.3: Foundational Sciences 4: Introduction to Pharmaceutics	
PHAR 122.3: Foundational Sciences 2: Medicinal Chemistry and Physical Pharmacy	PHAR 152.6: Pharmacotherapeutics 1	
PHAR 153.4: Self Care I: Non-prescription pharmaceuticals and supplies	PHAR 154.3: Self Care II: Non-prescription Pharmaceuticals and supplies	
PHAR 110.3: Introduction to Pharmacy and the Health Care System	PHAR 112.1: Pharmacy Law and Introduction to Ethics	
PHAR 162.3: Pharmacy Practice 1: The Patient Care Process	PHAR 111.1: Foundations for Practice: Pharmacy Mathematics & Calculations	
PHAR 170.3: Pharmacy Skills Development 1	PHAR 171.3: Pharmacy Skills Development 2	
PHAR 191.1: IPE activities	PHAR 192.1: IPE activities	
PHAR 188.2 Experiential Learning 1 (both Term 1 and 2)		
PHAR 189.2 Service Learning 1 (both Term 1 and 2)		
Total PharmD Credit Units: 22	Total PharmD Credit Units: 23	Total PharmD Credit Units: 4
Total MBA Credit Units: 0	Total MBA Credit Units: 0	Total MBA Credit Units: 0

Year 1 Total Credits:
PharmD: 49
MBA: 0

Year 2 TERM 1	Year 2 TERM 2	Year 2 TERM 3 & 4
PHAR 290.0: Introduction to Year 2	PHAR 225.3: Science of Pharmacotherapy 2: Clinical Applications	PHAR 283.4: Introductory SPEP: Hospital Pharmacy Practice Experience
PHAR 224.3: Science of Pharmacotherapy 1: Pharmaceutics and Pharmaceutical Biotechnology	PHAR 255.6: Pharmacotherapeutics 3	
PHAR 226.3: Foundational Sciences 5: Pharmacokinetics	PHAR 213.3: Management 1	
PHAR 253.6: Pharmacotherapeutics 2	PHAR 263.1: Pharmacy Practice 3	
PHAR 271.3: Evidence Based Medicine	PHAR 273.3: Pharmacy Skills Development 4	
PHAR 262.1: Pharmacy Practice 2		
PHAR 272.3: Pharmacy Skills Development 3	Elective.3 taken as MBA 825.3 Financial Management	
PHAR 291.1: IPE activities	PHAR 292.1: IPE activities	
PHAR 288.2 Experiential Learning 2 (both Term 1 and 2)		
MBA 803.3 Business and Society	MBA 865.3 Accounting for Planning and Decision Making	MBA 830.3 Operations Management
Total PharmD Credit Units: 21	Total PharmD Credit Units: 2118	Total PharmD Credit Units: 4
Total MBA Credit Units: 3	Total MBA Credit Units: 6	Total MBA Credit Units: 3

Year 2 Total Credits:
PharmD: 43
MBA: 12

Year 3 Term 1	Year 3 Term 2	Year 3 TERM 3 & 4 (Spring /
PHAR 390.0: Introduction to year 3	PHAR 395.3: Preparing for Patient Care/Complex cases (Capstone)	
PHAR 324.3: Science of Pharmacotherapy 3: Toxicology	PHAR 359.6: Pharmacotherapeutics 6	
PHAR 358.6: Pharmacotherapeutics 5	PHAR 315.3: Issues in Health Care and Pharmacy Practice	
PHAR 314.3: Management 2/Issues in Health Care and Pharmacy	PHAR 368.1: Pharmacy Practice 6	
PHAR 367.1: Pharmacy Practice 5	PHAR 375.3: Pharmacy Skills Development	
PHAR 374.3: Pharmacy Skills Development 5		
PHAR 388.2 Experiential Learning 3 (taken both Term 1 and 2)		
PHAR 391.1: IPE activities	PHAR 392.1: IPE Activities	
Elective.3 taken as MBA 813 Strategic Human Resources	Elective.3 taken as MBA 870.3 Corporate Finance	MBA 878.3 International Business and Global Marketing
MBA 829.3 Financial Statement Analysis		MBA 885.3 Essential Management Skills
Total PharmD Credit Units: 21-18	Total PharmD Credit Units: 21-18	Total PharmD Credit Units: 0
Total MBA Credit Units: 6	Total MBA Credit Units: 3	Total MBA Credit Units: 6

Year 3 Total Credits:
PharmD: 36
MBA: 15

Year 4 (32 weeks over 3 terms: Spring & Summer, Fall and Winter)	Year 4 Term 2	Year 4 TERM 3 & 4 (Spring/Summer)
PHAR 490.0: Introduction to Year 4	MBA 846.3 Entrepreneurship	MBA 828.3 Tactical Strategy
PHAR 481.8: Advanced Practice Experience 1: Acute Care (Hospital) Experience (8 weeks)	MBA 889.3 Integrative Module #2 (continued)	MBA 889.3 Integrative Module #3 (completed)
PHAR 482.8: Advanced Practice Experience 2: Community Pharmacy Experience (8 weeks)	MBA 992.3 Venture Management Project	MBA 992.3 Venture Management Project (completed)
PHAR 483.8: Advanced Practice Experience 3: Other Direct Patient Care Experience (8 weeks)		
PHAR 484.8: Advanced Practice Experience 4: Elective Practice Experience (8 weeks) (or both PHAR 485.4 and 486.4; 2 x 4 weeks))		
PHAR 487.1, PHAR 488.1, and PHAR 489.1: Integrating Seminar (1 in each term)		
MBA 889.3 Integrative Module #1		
Total PharmD Credit Units: 35	Total PharmD Credit Units: 0	Total PharmD Credit Units: 0
Total MBA Credit Units:	Total MBA Credit Units: 3	Total MBA Credit Units: 9

*There are two 8-week blocks in the 4th year pharmacy program where the students have no pharmacy SPEP rotations

Year 4 Total Credits:
PharmD: 35
MBA: 12

Combined Program Total Credit Units

TOTAL PharmD Credit Units: 172 163
TOTAL MBA Credit Units: 45-39

Catalogue Description

Doctor of Pharmacy (Pharm.D.) and Master of Business Administration (M.B.A.) Combined Degrees

M.B.A. courses offered in the combined Pharm.D./M.B.A. program will allow students to learn a variety of business concepts including team building, leadership and business strategy, and how these business concepts are integrated into business decisions. Pharm.D. students will integrate these business and management skills into their professional practice and enhance their effectiveness in managing in complex environments, regardless of their chosen career path.

Admission Requirements:

- A valid offer of admission to the PharmD program or up to 12 months of registration in the PharmD program. Students must express their interest in the combined program to the Administrative Officer Undergraduate Affairs in the College of Pharmacy & Nutrition.
- Selection criteria will be based on the following: 1) minimum weighted average of 70% in the last two full years of study (or 60 credit units to the nearest term if they are a U of S grad); 2) minimum of 60% in all PharmD courses with no failures in the PharmD program (if applicable); 3) letter of intent.
- All posted admission requirements for the MBA program.
- The Admissions Committee in the College of Pharmacy and Nutrition will make a recommendation to the joint PharmD/MBA Admissions Committee.

Program Requirements:

A minimum of 202 credit units:

MBA 803.3

MBA 825.3

MBA 865.3

MBA 830.3

MBA 813.3

MBA 829.3

MBA 870.3

MBA 878.3

MBA 885.3

MBA 889.3

MBA 846.3

MBA 992.3

MBA 828.3

PHAR 190.0

PHAR 121.3

PHAR 122.3

PHAR 153.4

PHAR 110.3

PHAR 162.3

PHAR 170.3

PHAR 188.2

PHAR 189.2

PHAR 191.1

PHAR 123.3

PHAR 124.3

PHAR 152.6

PHAR 154.3

PHAR 112.1

PHAR 111.1

PHAR 171.3

PHAR 192.1

PHAR 185.4

PHAR 290.0

PHAR 224.3

PHAR 226.3

PHAR 253.6

PHAR 271.3

PHAR 262.1

PHAR 272.3

PHAR 288.2
PHAR 291.1
PHAR 225.3
PHAR 255.6
PHAR 213.3
PHAR 263.1
PHAR 273.3
PHAR 292.1
PHAR 283.4
PHAR 390.0
PHAR 324.3
PHAR 358.6
PHAR 314.3
PHAR 367.1
PHAR 374.3
PHAR 388.2
PHAR 391.1
PHAR 395.3
PHAR 359.6
PHAR 315.3
PHAR 368.1
PHAR 375.3
PHAR 392.1
PHAR 490.0
PHAR 481.8
PHAR 482.8
PHAR 483.8
PHAR 484.8 or PHAR 485.4 and PHAR 486.4
PHAR 487.1
PHAR 488.1
PHAR 489.1

AGENDA ITEM NO: 10.8

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

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

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Academic Programs Committee reviewed and approved the reduction of credit units for the Bachelor Science in Engineering (B.E.) in Mechanical Engineering at its October 24, 2018 meeting.

The Department of Mechanical Engineering proposed removing two core classes from the requirements for the B.E. in Mechanical Engineering, which results in a reduction of six credit-units for the program. With the reduction of these two courses, the U of S's Mechanical Engineering program will still have 49 required courses, while programs at comparator institutions have between 46 and 48 course.

ME 450.3 Finite Element Analysis will be removed as a requirement for the program, and students will continue to have the option of ME 293.3 as a technical elective covering finite element analysis.

Additionally, ME 318.3, a laboratory class will be removed. Some of the work covered in ME 318.3 will be covered in other laboratory classes. The Department of Mechanical Engineering is currently in the process of reviewing their lab offerings across the program to ensure students are receiving useful and relevant hands-on learning opportunities.

Removing these two courses will alleviate some scheduling challenges for Mechanical Engineering students, particularly in the third year of the program.

Additionally, there will be a slight reduction in tuition, which is assessed on a per credit unit basis.

This proposal for curricular change was reviewed and approved by the Undergraduate Academic Programs Committee on October 9, 2018.

ATTACHMENTS:

1. Proposal for Curricular Change - Bachelor of Science in Engineering (B.E.) in Mechanical Engineering



Memorandum

To: Ms. Amanda Storey, Academic Programs and Student Appeals Coordinator
Cc: Dr. Lisa Feldman, Associate Professor and Chair, Engineering Faculty Council
Dr. David Torvi, Professor and Department Head, Mechanical 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: October 10, 2018
Subject: **Proposal for Curricular Change – Bachelor of Science in Mechanical Engineering**

Ms. Amanda Storey:

The Undergraduate Academic Programs Committee within the College of Engineering convened on October 9, 2018. During this meeting, the committee reviewed a proposal for curricular change that was submitted by the Department of Mechanical 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 OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal:

Proposal to Reduce the Number of Credit Units in the Bachelor of Science in Mechanical Engineering degree program.

Degree(s):

Bachelor of Science in Engineering

Field(s) of Specialization:

Mechanical Engineering

Level(s) of Concentration:

Undergraduate Program

Option(s):

Bachelor of Science in Engineering – Mechanical Engineering
Bachelor of Science in Engineering – Mechanical Engineering with Mining Option

Degree College:

College of Engineering

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

Dr. David Torvi
Department Head
Department of Mechanical Engineering
Phone: 306-966-5493
Email: david.torvi@usask.ca

Dr. Akindele Odeshi
Undergraduate Chair and Associate Professor
Department of Mechanical Engineering
Phone: 306-966-5118
Email: akindele.odeshi@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 Mechanical Engineering degree program is one of eight undergraduate programs offered by the College of Engineering. The program was first offered in the 1921-22 academic year, is considered a four-year program, and is comprised of 151 credit units. The program has the highest enrolment of all undergraduate programs offered by the college.

The Department of Mechanical Engineering wishes to alter the requirements for the Bachelor of Science in Mechanical Engineering degree program. This includes removing two core courses and updating prerequisite and co-requisite requirements in the program. In turn, this will result in a reduction of six credit units from the undergraduate program. Please see Appendix 1: Department Memorandum for full details.

The College of Engineering is now requesting that the Academic Programs Committee of Council review this proposal, consider our request, and facilitate the approval of altering the program requirements of the Bachelor of Science in Mechanical Engineering program, effective May 2019, through all relevant bodies at the University of Saskatchewan.

II Academic Justification

The Bachelor of Science in Mechanical Engineering degree program was first offered by the College of Engineering in the 1921-22 academic year. Given this is an existing program, the college is not requesting that a program be added or removed from our suite of offerings. Instead, the college is seeking approval from the Academic Programs Committee of Council (and all relevant governing bodies) to reduce the total number of credit units in the Bachelor of Science in Mechanical Engineering program by six credit units. Subsequent revisions to prerequisite and co-requisite revisions will also be required.

Removing two core courses from the Bachelor of Science in Mechanical Engineering program offers many benefits. For instance, it will result in stronger alignment between our program (151 credit units; 51 courses) and other mechanical engineering programs (averaging between 46 and 48 courses) in Canada. Subsequent revisions to prerequisite and co-requisite requirements in the program will also benefit students who wish to complete the program over five years, particularly if they fail any second year courses. These changes will also result in improved timetabling in third and fourth-year while may address concerns and challenges related to student workload, mental health, part-time employment, and school-work-life balance.

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. Please see Appendix 2: 19-20 Bachelor of Science in Engineering Admission Template as well as Appendix 3: 19-20 Program Admission Policy for further information.

IV. Description of the program

The Bachelor of Science in Mechanical Engineering degree program was first offered by the College of Engineering in the 1921-22 academic year. The following program description(s) have been copied from the [Mechanical Engineering page](#) of the [18-19 Course and Program Catalogue](#).

a) Program Description

Mechanical Engineering provides the student with fundamental training in the areas of statics, dynamics, and mechanics of materials; thermodynamics and fluid dynamics; material properties and metallurgy; analysis and synthesis of mechanical systems; and mechatronics and controls. Practical applications and advanced engineering design are introduced.

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.

b) Program Structure

The Bachelor of Science in Mechanical Engineering degree program currently contains 151 credit units. This proposal recommends reducing the total number of credit units by six. Please see Appendix 4: 19-20 Mechanical Engineering Program Galley for an overview of the revised program structure.

c) Program Variations

The Bachelor of Science in Mechanical Engineering degree program is a standard undergraduate program offered by the College of Engineering. All students are required to complete the same set of courses in order to graduate with this credential. Students may also elect to complete additional coursework which will result in them being awarded a Bachelor of Science in Mechanical Engineering with a Mining Option.

d) 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.

e) Graduate Attributes

The Bachelor of Science in Mechanical 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 Mechanical Engineering degree program has been offered by the College of Engineering for nearly one-hundred years. As one of the “traditional” engineering programs, the mechanical engineering undergraduate program 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 Mechanical 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 Mechanical Engineering

The proposed curricular changes was shared with faculty and staff in the Department of Mechanical Engineering in a variety of ways.

The department established an ad hoc Mechanical Engineering Working Group as part of a college-wide enrolment planning project in September 2017. This working group was responsible for analyzing enrolment performance in the undergraduate program, evaluating the feasibility of growth in the program, and identifying strategies for promoting student success. A recommendation to reduce the number of credit units in the mechanical engineering program arose from this working group.

The department's Undergraduate Program Committee discussed and endorsed the curricular changes described in this proposal on May 28, 2018. The committee concluded that the proposed curricular change would benefit undergraduate students and would not jeopardize the program's accreditation status. The committee acknowledged this proposals implication on resource allocations in the college. The department as a whole discussed and endorsed the changes on September 10, 2018.

b) College of Engineering

The Dean and Associate Dean Academic were informed of this proposed curricular change. 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 October 9, 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 signed on September 29, 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

Given that the Bachelor of Science in Mechanical Engineering program has been offered for nearly one - hundred years, all start-up costs have already been incurred for this program. The department has already invested in human, financial, technology, and capital resources and support systems to enable the delivery of this 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 Mechanical Engineering program are listed as "Tuition Category 7" courses. Three courses are tuition exempt (ME 318.3, ME 328.3, and ME 418.3). 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 reducing the total number of credit units in the Bachelor of Science in Mechanical Engineering program by six credit units, the department acknowledges that they will reduce the total tuition generated by each student in the undergraduate program. Only one of the courses slated for removal (ME 450.3) generates tuition. The other course (ME 318.3) is tuition exempt. As a result, each domestic student will pay \$708.30 less in total tuition and each international student will pay \$2124.90 less in total tuition (based on 2018-19 tuition rates).

The Department of Mechanical Engineering admits up to 90 students per year into its undergraduate program. In light of the foregone tuition identified above, and assuming the number of students admitted to the program remains constant into the future, Table 1 identifies a range of foregone revenues associated with this curricular change.

Table 1: Foregone Tuition Revenue Projections

Scenario	Domestic Enrolment (%)	International Enrolment (%)	Foregone Revenues
1	90 students (100%)	0 students (0%)	\$63,747.00 CAD
2	67 students (75%)	23 students (25%)	\$96,328.00 CAD
3	45 students (50%)	45 students (50%)	\$127,494.00 CAD
4	23 students (25%)	67 students (75%)	\$158,659.20 CAD
5	0 students (0%)	90 students (100%)	\$191,241.00 CAD

Over the past four years, an average of 14% of students enrolled in the Bachelor of Science in Mechanical Engineering program are international. Assuming the department continues to admit 90 students per year into their program, the department can expect a reduction of \$82,162.80 of annual tuition revenues starting the 2019-20 academic year.

b) Enrolment

The Department of Mechanical Engineering admits up to 90 students per year into the second year of its undergraduate program. As a result, Table 2 reveals that the average total enrolment in the undergraduate program has been 308 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 – Mechanical Engineering

Level	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	301	294	299	323	321
Graduate	100	95	110	141	147
Total	401	389	409	464	468

Source: University of Saskatchewan Data Warehouse

c) Incremental Revenues

The proposed curricular changes are not expected to generate any incremental financial revenues. However, teaching relief will be provided for instructors and/or laboratory coordinator involved

with the delivery of ME 318.3 and ME 450.3 into perpetuity. This provides an opportunity to use these fixed resources to better support student success initiatives and the delivery of other aspects of the undergraduate program.

d) Incremental Costs

The proposed curricular changes are not expected to generate any incremental financial costs. However, tuition revenues generated by the Bachelor of Science in Mechanical Engineering program are expected to decrease by \$63,747.00 CAD - \$96,328.00 CAD into perpetuity. This represents an opportunity cost associated with reducing the total number of credit units in this program.

VII. Risks and Risk Response

The Department of Mechanical Engineering intends to eliminate ME 318.3 and ME 450.3 as required courses in their undergraduate program effective May 2019. 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) Accreditation

The Bachelor of Science in Mechanical Engineering program is fully accredited by the Canadian Engineering Accreditation Board (CEAB). As a result, curriculum content must satisfy various requirements prescribed by this national body.

ME 318.3: Mechanical Engineering Laboratory I is classified as an Engineering Science course and accounts for 36 accreditation units in the undergraduate program. ME 450.3: Finite Element Analysis is also classified as an Engineering Science course and accounts for 45.6 accreditation units in the undergraduate program. Removing these two courses from the program requirements will result in the Mechanical Engineering program containing a total of 890.4 engineering science, 298 engineering design, and 1271.4 combined accreditation units.

The program is required to have a minimum of 225 accreditation units in both of these categories, as well as a combined minimum of 900 accreditation units in these categories. Evidently, eliminating these courses does not jeopardize the accreditation status of the undergraduate program. The department will notify the Canadian Engineering Accreditation Board of these changes during the accreditation visit in October 2020; however, no further risk response is required.

b) Student Communication

The proposed change will affect students currently registered in the mechanical engineering program who have not already completed these courses and are completed requirements listed in a previous version of the Course and Program Catalogue.

The College of Engineering will communicate these changes to all mechanical engineering students in late March 2019 by email. In addition, the college will proactively identify students

who have not completed these program requirements, will notify them that they will no longer be required to complete the outstanding courses, and will “force complete” the program requirements in each student’s Degree Works profile. This should mitigate any student communication 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.

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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.

Mechanical Engineering

Mechanical Engineering provides the student with fundamental training in the areas of statics, dynamics, and mechanics of materials; thermodynamics and fluid dynamics; material properties and metallurgy; analysis and synthesis of mechanical systems; and mechatronics and controls. Practical applications and advanced engineering design are introduced.

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.) - Mechanical Engineering

Year 1 (34 credit units)

All Engineering programs have a common first year.

Year 2 (36 credit units)

Fall Term

- CMPT 141.3
- EE 204.3
- GE 213.3
- MATH 223.3
- ME 214.3
- ME 227.3

Winter Term

- MATH 224.3
- ME 215.3
- ME 226.3
- ME 229.3
- ME 251.3
- RCM 300.3

Year 3 (42 credit units)

Fall Term

- ME 313.3
- ~~ME 318.3~~
- ME 321.3
- ME 324.3
- ME 327.3
- ME 330.3

Winter Term

- [ME 314.3](#)
- [ME 323.3](#)
- [ME 328.3](#)
- [ME 329.3](#)
- [ME 335.3](#)
- [ME 352.3](#)

Fall Term or Winter Term

- [GE 348.3](#)
- 3 credit units Science Elective List 1 or List 2

Year 4 (39 credit units)

Fall Term

- [ME 417.3](#)
- [ME 418.3](#)
- [ME 431.3](#)
- ~~[ME 450.3](#)~~

Winter Term

- [GE 449.3](#)

Fall Term and Winter Term

- [ME 495.6](#)

Fall Term or Winter Term

- 12 credit units Technical and Design Electives (of which 6 credit units must be from the Design Elective list)
- 3 credit units Senior Humanities or Social Science Elective
- 3 credit units Complementary Studies Elective

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](#)

Technical Electives

Department Technical Electives are offered in alternating calendar years, subject to minimum enrolment limits and staffing considerations. Consult the current Course Offerings to determine the availability of specific electives.

Term 1

- [GEOE 466.3](#)
- [GEOE 377.3](#)

Term 2

- [BLE 313.3](#)
- [CHE 464.3](#)
- [EE 471.3](#)
- [GEOE 380.3](#)
- [ME 460.3](#)
- [ME 461.3](#)
- [ME 462.3](#)
- [ME 463.3](#)
- [ME 471.3](#)
- [ME 472.3](#)
- [ME 475.3](#)
- [ME 477.3](#)
- [ME 478.3](#)

Term 1 or Term 2

- approved senior course(s) from science or engineering
- [CHE 453.3](#)
- [ME 473.3](#)

Design Electives

Design Electives are offered subject to minimum enrolment limits and staffing considerations. Consult the current Course Offerings to determine the availability of specific electives. Students must take a minimum of 6 credit units from the list of Design Electives.

Term 2

- [ME 490.3](#)
- [ME 492.3](#)

Term 1 and Term 2

- [ME 494.3](#)
- [GE 496.3](#)

Term 1 or Term 2

- [ME 491.3](#)
- [ME 493.3](#)
- [ME 497.3](#)

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](#).

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](#)
- [PHIL 234.3](#)
- [PHIL 235.3](#)
- [PHIL 236.3](#)
- [PHIL 237.3](#)
- [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).

Bachelor of Science in Engineering (B.E.) - Mining Option

An "Option" within the College of Engineering is a prescribed set of courses that provides a concentration of specialized training in one particular field of study. Options are approved at the College level but are unique to Departments within the College, consisting of at least 18 credit units, none of which are core courses taken by all students within the Department.

The Mining Option in Mechanical Engineering offers students the opportunity to take six courses, plus complete a mandatory twelve-month internship, within their Mechanical Engineering program, that gives them a focus on topics of relevance to the mining industry.

Requirements (18 credit units)

Required Courses (9 credit units)

- [GEOL 121.3](#)(replaces the Science Elective in Year 1)
- [GEOE 377.3](#)(replaces one of the Technical Electives in Year 4)
- [ME 490.3](#)(replaces one of the Design Electives in Year 4)
- [EPIP 401.0](#)
- [EPIP 402.0](#)
- [EPIP 403.0](#)

Elective Courses (9 credit units)

3 credit units from Elective Pool A (replaces the Science Elective in Year 3)

- [GEOL 224.3](#)
- [GEOL 245.3](#)
- [GEOL 258.3](#)

3 credit units from Elective Pool B (replaces the other Technical Elective in Year 4)

- [GEOE 315.3](#)
- [GEOE 380.3](#)
- [CHE 453.3](#)

3 credit units from Elective Pool C (replaces the other Design Elective in Year 4)

- [ME 491.3](#)
- [ME 492.3](#)
- [ME 493.3](#)
- [ME 497.3](#)



Memorandum

To: Ms. Amanda Storey, Academic Programs and Student Appeals Coordinator
Cc: Dr. Lisa Feldman, Associate Professor and Chair, Engineering Faculty Council
Dr. David Torvi, Professor and Department Head, Mechanical 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: October 10, 2018
Subject: **Proposal for Curricular Change – Bachelor of Science in Mechanical Engineering**

Ms. Amanda Storey:

The Undergraduate Academic Programs Committee within the College of Engineering convened on October 9, 2018. During this meeting, the committee reviewed a proposal for curricular change that was submitted by the Department of Mechanical 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 OF SASKATCHEWAN

College of Engineering

DEPARTMENT OF MECHANICAL ENGINEERING
ENGINEERING.USASK.CA3B48 Engineering Building, 57 Campus Drive
Saskatoon SK S7N 5A9 Canada
Telephone: 306-966-5440
Fax: 306-966-5205

October 1, 2018

Dr. Kenneth Fox
Chair, Academic Programs Committee of Council

RE: Proposal for Curricular Change – Bachelor of Science in Mechanical Engineering

Dear Dr. Fox:

I am writing to provide a letter of support for the Proposal for Curricular Change that will be reviewed by the Academic Programs Committee of Council on October 24, 2018.

The Department of Mechanical Engineering has undergone various planning, assessment, and program improvement initiatives over the past several academic years, including the department's contribution to the College of Engineering's Strategic Enrolment Management Plan in 2017. A key outcome from these initiatives was a recommendation to reduce the number of credit units in our undergraduate program by six credit units.

By reducing our total credit units from 151 to 145, our department is confident that our curriculum will be better aligned with similar undergraduate programs in Canada. We are also confident that this change will help improve the student experience, student work-life balance, as well as enable our department to contribute to college-wide student retention goals. This change was endorsed at an Undergraduate Committee Meeting on May 28, 2018 and at a Department Meeting on September 10, 2018.

Should you have any comments, questions, or concerns as you review this proposal, please do not hesitate to contact me directly.

Sincerely,

A handwritten signature in blue ink that reads "David Torvi".

David Torvi, Ph.D., P.Eng
Professor and Department Head
Department of Mechanical Engineering
College of Engineering
Phone: 306-966-5493
Email: david.torvi@usask.ca

AGENDA ITEM NO: 10.9

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Termination of minor in Philosophy, Science, and Technology in the College of Arts and Science**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Academic Programs Committee reviewed and approved the termination of the minor in Philosophy, Science and Technology at its November 7, 2018 meeting.

The College of Arts and Science proposed the termination of the minor in Philosophy, Science, and Technology for a number of reasons, but mainly due to lack of interest in the program. Over the last five only one student has expressed interest in completing the program. Furthermore, the required courses for this minor are not taught every year and some have been lost due to revisions of other programs.

The Department of Philosophy and the College of Arts and Science support the deletion of this minor program, with the termination proposal being approved at the college's Faculty Council meeting on October 4, 2018.

ATTACHMENTS:

1. Report Form for Program Termination – Minor in Philosophy, Science and Technology

ATTACHMENT 1

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Minor in Philosophy, Science and Technology

Effective date of termination: May 2019

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

There are three main reasons for deleting this minor. **Firstly**, there is almost no interest in the PST Minor. In the last 5 years, 1 student has expressed an interest in completing it. **Secondly**, it has been difficult for this student to take the required courses (specifically PHIL 226) because they are not offered every year. This minor was created when the Philosophy Department had 8 full time faculty, and a larger sessional budget. Members of the Philosophy Department were active in the Virtual College of Biotechnology, and looked for ways to contribute to programming in Technology and Science. But we now have 6 full time faculty, and a small sessional budget, and thus it is not possible to offer as many courses regularly. **Thirdly**, the PST Minor has lost courses due to revisions in other programs, and courses becoming moribund. Hence, were it to continue it would need serious revision. The judgement of the Philosophy Department is that, given the lack of interest in the minor, it is best to simply delete it.

2. Technical information.

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

No courses are unique to this program, but deletion of the program will reduce pressure to offer PHIL 226 regularly.

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

None.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

Degree Works lists no students in this program. (The Undergraduate Student Office, A&S, has reported that one student made inquiries about pursuing this program. The student was advised that PHIL 226 would be offered in 2018-2019.)

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

No students have graduated. Possibly 1 following the program requirements.

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?

Very little impact – it is fair to say that this program will not be missed.

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

The deletion of this program will remove PHIL 226 from the list of courses which must be offered regularly, which will be a positive result on scheduling for the 6 full time faculty in the department.

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

Courses from other areas are used in this program. Consultation with those areas returned the following:

Religious Studies: "Thanks, Emer. I don't anticipate any adverse impact on RLST." RLST Chair,
Mary Ann Beavis

History: "Hi Emer,
I too do not see any reason that this would have a negative effect on us so I am in full support
of this.
Best, Simonne"

ESB: "Hello Emer,
There will not be any adverse effects for Edwards as a result of this decision either.
Thanks,

Christina Dolan, MBA, B.Comm, CPHR
Director, Undergraduate & Certificate Programs
Edwards School of Business | University of Saskatchewan"

- 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?

No.

- 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.

3.9 Describe the budgetary implications of this deletion.

No budgetary implications.

External

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

No impact is anticipated.

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

No, demand is too low.

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.

See above.

Memo from Peter Alward, Head, Department of Philosophy, attached.

Memo from Peta Bonham-Smith, Dean and Acting Vice-Dean Academic, College of Arts & Science, attached.

DATE: October 9, 2018
TO: Ken Fox, Chair, Academic Programs Committee, University Council
FROM: Peter Alward
RE: Deletion of the Minor in Philosophy, Science and Technology

This memo confirms that the Department of Philosophy approved the deletion of the Minor in Philosophy, Science and Technology.

A handwritten signature in blue ink, appearing to be 'PA', is located below the main text.

Peter Alward, Department Head

Cc: Sarah Hoffman, Undergraduate Chair
Alexis Dahl, Director of Programs, College of Arts and Science

TO: Ken Fox, Chair, Academic Programs Committee

FROM: Peta Bonham-Smith, Dean and Acting Vice-Dean Academic

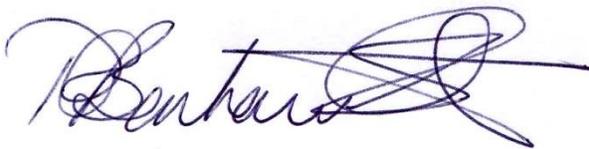
DATE: October 24, 2018

RE: Deletion of the Minor in Philosophy, Science and Technology

This memo confirms that the College of Arts and Science supports the deletion of the Minor in Philosophy, Science and Technology, as set out in the Program Termination form. This program creates a demand on teaching resources that cannot be sustainably met by the department, especially as the program lacks any official enrolment.

Students who have begun work on this program prior to May 2019 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposal to terminate the program was submitted to the Arts and Science Course and Program Challenge in August 2018, and was approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on September 12, 2018. The proposal was approved by the College of Arts and Science Faculty Council on October 4, 2018.



Peta Bonham-Smith

AGENDA ITEM NO: 10.10

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

- PRESENTED BY:** Angela Kalinowski, Acting chair, Academic Programs Committee
- DATE OF MEETING:** November 22, 2018
- SUBJECT:** **Arts and Sciences degree-level certificates**
- **Biological Research**
 - **Computing**
 - **Politics and Law**
 - **Study of Indigenous Storytelling**
- COUNCIL ACTION:** **For Information Only**

SUMMARY:

The Academic Programs Committee reviewed and approved these degree-level certificates at its November 7, 2018. The Academic Programs Committee can approve degree-level certificates for colleges that have an approved template; the College of Arts and Science has an approved template.

Certificate in Biological Research

This 30 credit unit certificate program will provide students with a credential that recognizes proficiency in undergraduate research in biological sciences. Furthermore, it capitalizes on the momentum that the department has in undergraduate research activities. The college anticipates attracting about 10 undergraduate students a year initially. The U of S's department of Biology will be competitive with peer institutions in Western Canada which offer similar credentials.

The Academic Programs Committee supports this intensive undergraduate research opportunity.

Certificate in Computing

This 21 credit-unit certificate will allow students from outside the Department of Computer Science the opportunity to gain knowledge of computing and computer programming. The aim of the certificate is not to develop proficient users of software, but to train skilled programmers and software developers. This certificate

could be taken by students pursuing another degree at the U of S, or could be taken by returning students or individuals from other institutions looking for this skill set.

The Academic Programs Committee discussed the increasing relevance of such a program and appreciates that this program will provide opportunities for students outside the department of Computer Science to learn these valuable skills.

Certificate in Politics and Law

This 24 credit unit certificate will allow students to cultivate an understanding of national and international politics and law through using different legal theories and to support and defend politically controversial legal issues. The certificate ladders into the B.A. program in Political Studies, but may also be completed as a stand-alone credential for students who are not able to or do not wish to complete a full B.A. program in Political science. The college anticipates 5-10 students in the program initially, but notes that these numbers are expected to increase over time with growing awareness of the program.

The Academic Programs Committee appreciated that this program will have both national and international aspects to it and noted that the courses covering the Canadian context have perspectives on the role of Indigenous peoples and knowledge in the political and legal environment.

Certificate in the Study of Indigenous Storytelling

This 21 credit unit certificate is jointly developed through the departments of English, Indigenous Studies, and Drama and will be housed in the Department of English. It aims to recognize student knowledge and understanding of approaches to Indigenous storytelling and literatures from multiple cultural and disciplinary perspectives. The certificate program will contain courses in which students analyze Indigenous stories and storytelling practices in written, oral, and performed contexts, examining traditional and contemporary stories. The certificate will allow students to learn about the history and continuing traditions of Indigenous storytelling. Students will be able to complete the certificate in a 2-year time frame.

The Academic Programs Committee noted the interdisciplinary nature of the program. Additionally, while the committee noted that the courses will teach Indigenous stories in English translation rather than in the original languages, it was pleased to learn that discussion of the challenges and potential impacts of translation will be part of the curriculum.

ATTACHMENTS:

1. Proposal for Degree-level certificate in Biological Research
2. Proposal for Degree-level certificate in Computing
3. Proposal for Degree-level certificate in Politics and Law
4. Proposal for Degree-level certificate in the Study of Indigenous Storytelling

ATTACHMENT 1

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Biological Research

Field(s) of Specialization: Biological Research

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Tracey Marchant
UAC Chair, Department of Biology
College of Arts & Science
email: tracy.marchant@usask.ca
306-966-4420

Proposed date of implementation: May 2019

Proposal Document

This Certificate would provide students with a credential that recognizes proficiency in undergraduate research in biological science. When taken in conjunction with a related degree, the Certificate would better prepare students for graduate studies or research-related employment. This proposal responds to student needs and directly addresses the College and University draft plan to increase the opportunity for undergraduate students to participate in research. From a Biology faculty perspective, we hope to be able to increase the pool of local talent available for recruitment into our graduate programs.

The Department of Biology has a strong history of supporting undergraduate research. A number of our senior courses feature research activities as part of the course curriculum. The field course (BIOL 350), for example, has each student design and conduct an independent research project while on site in the boreal forest field location. Students analyze the data they collect and then generate a written report on their results as part of their course grade. Our

senior research project courses (BIOL 480.3 and 481.6) require the students to conduct a “thesis-like” project under the supervision of a faculty member. In recent years we introduced two additional research courses designed to allow students to conduct research at an earlier stage in their undergraduate program (BIOL 380.3) or to explore the scientific literature in greater depth. Each summer, the Department commits approximately \$50,000 to provide Biology Undergraduate Scholarships (BUGS) to ten undergraduate students to conduct research projects with our faculty.

We have designated a number of our senior courses as being research-intensive for the purposes of inclusion as an option within the proposed Certificate program. Research-intensive courses in the Department of Biology are required to include specific discovery-related activities and course requirements such as a substantive review of the primary literature, grant writing and/or a practical research project that could, in theory, result in a publication for a student. All of these courses are writing intensive. At least 30% of the final course grade is to be allocated to an independent or group activity that is research-based. These requirements will be monitored by the Department Head through the regular course syllabus approval process in the Department of Biology.

Impact on the Department:

The Certificate in Biological Research will capitalize on the momentum we have in undergraduate research activities. Importantly, the Certificate will provide students with an opportunity to have their research efforts recognized with a specific credential from the University of Saskatchewan. Consultation through the student representatives on our Undergraduate Affairs Committee report a strong interest from students in this Certificate. They tell us that it will be important to them as they pursue jobs or apply for graduate training and other post-secondary learning opportunities.

We anticipate that this certificate will attract on the order of 10 undergraduate students a year with a very real potential to grow from there. In 2016/17, fourteen students completed BIOL 480 or 481 research project, with 10 students completing these research courses in 2017/18. These course enrollments are likely somewhat predictive of the potential interest in undergraduate research but possibly underestimate the attractiveness of a stand-alone credential. Students from BIOL and ENVB programs will be able to complete the Certificate easily but it will also be quite accessible to students from other life science disciplines and Colleges.

We view the Certificate as a positive step for our Department and hope that this will be an attractive option to students coming from other places. The University of Alberta offers a Research Certificate in Science (Biological Science) but this appears to be embedded within a degree program at the U of Alberta and not awarded as a stand-alone credential at convocation. A search of catalogues and convocation lists at U of Manitoba, U of Regina, U of Calgary and U of British Columbia did not identify any similar credential or program. Thus, the

Certificate in Biological Research as proposed here seems to be unique among universities in the western provinces.

Finally, the Department of Biology faculty are in the process of relocating to our new office and research labs in the Collaborative Science Research building. This state-of-the-art facility comes at the perfect time to implement a new credential where undergraduate research proficiency is highlighted.

Resources:

The Certificate will use existing resources. State of the art research facilities for undergraduate research projects are available in the Collaborative Science Research wing of the WP Thompson building. Introduction of the Certificate will likely increase student interest in the research programs of Biology faculty, and there is capacity to add additional students.

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 the development of a Degree-Level Certificate program in Biological Research.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. The program will create an opportunity for students to have their research experience formally recognized, which will be helpful for them as they apply for employment or further study. The proposal aligns with studies showing the benefits of engaging undergraduate students in research, and with the university's Undergraduate Research Initiative.

The Academic Programs Committee (BSc) approved the proposal on September 11, 2018, as did the College Faculty Council on October 4, 2018.



UNIVERSITY OF SASKATCHEWAN
**College of
 Arts and Science**
 DEPARTMENT OF BIOLOGY
 ARTSANDSCIENCE.USASK.CA

Department of Biology
 112 Science Place Saskatoon SK S7N 5E2 Canada
 Telephone: (306) 966-4399 Facsimile: (306) 966-4461
 Email: biology.dept@usask.ca Web: www.artsandscience.usask.ca/biology

August 7 2018

B.Sc. Academic Program Committee
 College of Arts & Science
 c/o Alexis Dahl
 Director of Programs Office

Dear Committee Members:

Please be advised that the Department of Biology plans to submit a proposal for a new Certificate in Biological Research, with full implementation in the 2019/20 academic year.

The Certificate is intended to provide undergraduate students with a credential that recognizes proficiency in research conducted at the undergraduate level.

The Department is motivated to propose this Certificate for two major reasons:

1. to provide students with a program of study that will develop their inquiry-based learning skills
2. to build on momentum the Department has gained in promoting and supporting undergraduate research activities

Numerous studies have shown that engaging undergraduates in research brings multiple benefits to students, faculty and universities (e.g. see Peters, D. 2016. Why the undergraduate years should include a research experience. University Affairs. <https://www.universityaffairs.ca/features/feature-article/undergraduate-years-include-research-experience/>). The draft College of Arts & Science Plan 2025 specifically lists Increasing undergraduate student engagement in RSAW (research, scholarly and artistic work) as a goal. Our proposal for the new Certificate aligns perfectly with this.

We anticipate that within five years of implementation (and perhaps earlier), the Certificate in Biological Research will see upwards of ten graduates per year. This projection is based on the current number of students who complete a research project course (BIOL 480.3 or 481.6) and the number of students who are funded through internal Department of Biology summer research scholarships. Almost all of our faculty have supervised undergraduate research projects in recent years and we feel confident that we have capacity to add additional student projects in the form of the BIOL 380.3, 479.3, 480.3 or 481.6 requirements for the Certificate. Students who major in BIOL or

ENVB will be able to complete the Certificate relatively easily, but we are also likely to see students from other science programs complete the Certificate, especially if these already incorporate a significant number of required BIOL courses.

As far as we can tell, the Certificate we propose will be a unique credential at the University of Saskatchewan. Other programs incorporate 4th year research as a requirement for the Honours degree but the Certificate in Biological Research will be a stand-alone credential recognizing undergraduate research achievement.

Looking outward, the University of Alberta offers a Research Certificate in Science (Biological Science) but this appears to be embedded within a degree program at the U of Alberta and not awarded as a stand-alone credential at convocation. A search of catalogues and convocation lists at U of Manitoba, U of Regina, U of Calgary and U of British Columbia did not identify any similar credential or program. Thus, the Certificate in Biological Research as proposed here seems to be unique among universities in the western provinces, and will hopefully be a competitive advantage for our Department and institution.

The costs of implementing this Certificate will be borne with existing Departmental resources. We are likely to see increased enrollment in BIOL 301 and the various research courses. There is existing capacity within BIOL 301. It is entirely possible that the Certificate will be extremely popular and that we will have more demand than we anticipate. However, enrollment in the research courses will depend on an individual student being able to secure a faculty supervisor. This will likely be the limiting step in the program, and should naturally ensure that highly-motivated and well-qualified students complete the Certificate. We view the risks associated with implementation of the new Certificate as minimal.

In closing, the Department of Biology is excited about the proposed Certificate. Please feel free to contact me if you require additional information or if you have specific questions about the details of our proposal.

Sincerely,



Ken Wilson
Head
Department of Biology

Program Description

Certificate in Biological Research

This Certificate is intended to provide students with a credential that recognizes proficiency in undergraduate research in biological science. Students will pursue authentic research questions and engage in independent research experiences with world-class faculty in the Department of Biology. Through their choice of a faculty supervisor, students are able to study a research problem that suits their area of interest. The Certificate will be a useful foundation for students who plan to continue their academic study, are seeking research-related skills, or are just curious about the discoveries to be made in the science of life.

If you are interested in more information about Biological Research or how to apply for the certificate program, please contact biology.dept@usask.ca.

Major Average

The major average in the Certificate in Biological Research includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Biological Research, 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.

- Minimum program requirements.

See [Residency](#) for additional details.

Requirements (30 credit units)

This program consists of 15 credit units of required courses plus 15 credit units of prerequisite courses. The specific prerequisite courses to be taken in Biology will generally depend on the interest of the student. Twelve credit units of research-intensive courses are required; students are responsible for finding faculty supervisors for these courses.

- BIOL 120.3 or BIOL 121.3
- STAT 245.3 or STAT 246.3 or PLSC 214.3
- BIOL 301.3 - Critical Issues in Biology
- BIOL 380.3 - Research Experience in Biology
- BIOL 479.3 - Literature Research in Biology

Choose **6 credit units** from the following:

- BIOL 481.6 - Extended Research Project in Biology; **or**
- BIOL 480.3 - Biology Research
plus 3 cu selected from the following research-intensive courses:
 - BIOL 350.3 - Field Course
 - BIOL 410.3 - Current Perspectives in Environmental Biology
 - BIOL 412.3 – Limnology
 - BIOL 420.3 - Molecular Biology of Plants
 - BIOL 421.3 - Functional Genomics
 - BIOL 430 - Neurobiology of Behaviour
 - BIOL 440 – Photobiology
 - BIOL 472 - Animal Behaviour.

Choose **9 credit units** from the following:

- 200-level, 300-level, 400-level BIOL courses

ATTACHMENT 2

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

Title of proposal: Degree-level Certificate in Computing

Field(s) of Specialization: Computing

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Kevin Stanley

Associate Professor and Head, Department of Computer Science

College of Arts & Science

kstanley@cs.usask.ca

306-966-2753

Jeff Long

Academic Program Specialist, Department of Computer Science

College of Arts & Science

jeff.long@cs.usask.ca

306-966-4901

Proposed date of implementation: May 2019

Proposal Document

Overview of the Program

This certificate will provide students an opportunity to develop their computing literacy to equip them with the fundamentals of programming and software development they can apply to their own disciplines. The certificate program is not intended to prepare students for careers in software development, but to give professionals in many fields the skills to apply computing to their activities, increasing their productivity.

The program as currently drafted will consist of 6 classes (18cu) of computer science (CMPT) courses and 1 class (3cu) of mathematics.

University and/or Societal need

There is a clear need for practitioners in many fields to master the fundamentals of computing so that they can directly address problems in their own domains. The Department of Computer Science has been addressing this need on multiple fronts. As part of our curriculum revisions, introductory computer science courses have been re-designed to be accessible to university students in all disciplines, and practical for the kinds of computing that professionals of all fields may need to perform. As part of our inter-disciplinary research collaborations, Computer Science faculty and research associates have been providing ad hoc workshops for Health Science researchers, Plant Scientists, and Engineers; this ad hoc approach is not sustainable, and participants are typically held back by a lack of basic education in Computer Science (as Computer Science is generally not taught at all at the K-to-12 level).

Student Demand for the Program

The certificate will be an attractive credential for students both from the College of Arts & Science and from other colleges, especially those in technical fields or who are involved in science and research, such as engineers, health scientists, and plant scientists. Faculty at the Edwards School of Business have directly asked that we offer this program so that business students can be formally recognized for taking computer science classes. Additionally, education students who might wish to teach computer science at the K-to-12 level may be interested, as well as alumni looking to add computing skills to an existing degree.

Assessment of perceived need within the National Context

Qualified computer scientists are in high demand at both the national and provincial level, and computer science continues to be the only STEM discipline in which projected job openings are dramatically outpacing the number of university-level graduates. Dramatically increasing the number of dedicated computer science graduates to fill this demand is unlikely to occur in the short term. In Saskatchewan, industry leaders in the technology sector recently formed an organization to encourage government and other entities to devote more resources to computer science education. The importance of computing skills is being recognized at the national level in Canada, US, UK, and elsewhere; programs to bring computing and technological literacy in K-12 are being developed.

This certificate program would prepare professionals to make better use of the computing machinery already sitting on their desks, somewhat alleviating the demand on software developers to perform routine or mundane tasks. The program would also support future educators, administrators, business leaders, and parents in understanding our (largely misunderstood) field, and the developments occurring at all levels.

Relationship to University, college and divisional integrated plans

The proposed certificate program fits well with the Third Integrated Plan by virtue of providing innovative academic programming which meets student needs that are not addressed by current programs.

Relationship to other programs offered by the College of Arts and Science

The certificate program will provide students with skills used by computer scientists, but it is not intended to prepare students for careers in software development, and it will not be advertised as such. By comparison, the 3-year B.Sc. in Computer Science has 30cu of computer science, the 4-year B.A.& Sc. in Interactive Systems Design has 36cu of computer science, and the 4-year B.Sc in Computer Science has 48cu of computer science.

Relationship to programs offered elsewhere

The University of Regina also offers a computer science certificate program, but it is a broadly focused 60-credit program with significant elective requirements and is aimed primarily at returning professionals. It is thus not closely analogous to this proposed certificate, which is intended primarily to complement study in another discipline for existing students. Other major western Canadian universities such as University of Alberta, University of Calgary, and University of Manitoba do not appear to offer a certificate program for students from other colleges.

Impact on the Departments:

The program consists only of courses already being offered by our department and thus will have minimal impact on department activities and on existing students majoring in CMPT.

We do not anticipate a significant impact on any other department or program. The certificate may result in a small increase in demand for the required Mathematics/Statistics courses, but we anticipate that the majority of students interested in the certificate will be from programs that already have similar Math/Stats requirements.

Resources:

The certificate will consist only of classes that are already being offered by the Department of Computer Science and the Department of Mathematics and Statistics. The certificate will not require new courses to be designed specifically for the certificate program. A small increase in enrollments for these classes can be absorbed by the department with limited additional costs; as long as these increased enrollments are small, additional resources from outside the department will not be required. If student interest exceeds expectations, the department will either seek additional resources, or introduce an enrolment limit and the necessary criteria to select students.

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 the development of a Degree-Level Certificate program in Computing.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. This program will give students an opportunity to develop fundamental, practical skills in programming and software development, which can be applied to a major in another discipline, and have that development recognized by future employers or graduate schools. This program will produce graduates with knowledge of the technology used daily in most workplaces, and therefore provide them with the tools to be more creative and productive in almost any area of employment.

The Academic Programs Committee (BSc) approved the proposal on September 11, 2018, as did the College Faculty Council on October 4, 2018.

Notice of Intent: Certificate in Computing

Home College: Arts & Science

Home Department: Computer Science

Overview of the Program

This certificate will provide students an opportunity to develop their computing literacy to equip them with the fundamentals of programming and software development they can apply to their own disciplines. The certificate program is not intended to prepare students for careers in software development, but to give professionals in many fields the skills to apply computing to their activities, increasing their productivity.

The program as currently drafted will consist of 6 classes (18cu) of computer science (CMPT) courses and 1 class (3cu) of mathematics.

University and/or Societal need

There is a clear need for practitioners in many fields to master the fundamentals of computing so that they can directly address problems in their own domains. The Department of Computer Science has been addressing this need on multiple fronts. As part of our curriculum revisions, introductory computer science courses have been re-designed to be accessible to university students in all disciplines, and practical for the kinds of computing that professionals of all fields may need to perform. As part of our inter-disciplinary research collaborations, Computer Science faculty and research associates have been providing ad hoc workshops for Health Science researchers, Plant Scientists, and Engineers; this ad hoc approach is not sustainable, and participants are typically held back by a lack of basic education in Computer Science (as Computer Science is generally not taught at all at the K-to-12 level).

Student Demand for the Program

The certificate will be an attractive credential for students from other colleges, especially those in technical fields or who are involved in science and research, such as engineers, health scientists, and plant scientists. Faculty at the Edwards School of Business have directly asked that we offer this program so that business students can be formally recognized for taking computer science classes. Additionally, education students who might wish to teach computer science at the K-to-12 level may be interested, as well as alumni looking to add computing skills to an existing degree.

Assessment of perceived need within the National Context

Qualified computer scientists are in high demand at both the national and provincial level, and computer science continues to be the only STEM discipline in which projected job openings are dramatically outpacing the number of university-level graduates. Dramatically increasing the number of dedicated computer science graduates to fill this demand is unlikely to occur in the short term. In Saskatchewan, industry leaders in the technology sector recently formed an

organization to encourage government and other entities to devote more resources to computer science education. The importance of computing skills is being recognized at the national level in Canada, US, UK, and elsewhere; programs to bring computing and technological literacy in K-12 are being developed.

This certificate program would prepare professionals to make better use of the computing machinery already sitting on their desks, somewhat alleviating the demand on software developers to perform routine or mundane tasks. The program would also support future educators, administrators, business leaders, and parents in understanding our (largely misunderstood) field, and the developments occurring at all levels.

Relationship to University, college and divisional integrated plans

The proposed certificate program fits well with the Third Integrated Plan by virtue of providing innovative academic programming which meets student needs that are not addressed by current programs.

Relationship to other programs offered by the College of Arts and Science

Under our current draft of the certificate, most of the proposed CMPT courses (15cu) are taken from the first two years of our Computer Science majors programs; the remaining 3cu will be a choice from a subset of our existing 300-level courses. The 3cu in mathematics is necessary to access our 200-level courses.

The certificate program will provide students with skills used by computer scientists, but it is not intended to prepare students for careers in software development, and it will not be advertised as such. By comparison, the 3-year B.Sc. in Computer Science has 30cu of computer science, the 4-year B.A. & Sc. in Interactive Systems Design has 36cu of computer science, and the 4-year B.Sc in Computer Science has 48cu of computer science.

Relationship to programs offered elsewhere

The University of Regina also offers a computer science certificate program, but it is a broadly focused 60-credit program with significant elective requirements and is aimed primarily at returning professionals. It is thus not closely analogous to this proposed certificate, which is intended primarily to complement study in another discipline for existing students. Other major western Canadian universities such as University of Alberta, University of Calgary, and University of Manitoba do not appear to offer a certificate program for students from other colleges.

Is there justification to proceed regardless of any perceived duplication?

Students may receive recognition for only one of the Minor in Computer Science or the proposed certificate.

Resources for the program

The certificate will consist only of classes that are already being offered by the Department of Computer Science and the Department of Mathematics and Statistics. The certificate will not require new courses to be designed specifically for the certificate program. A small increase in enrollments for these classes can be absorbed by the department with limited additional costs; as long as these increased enrollments are small, additional resources from outside the department will not be required.

Risks

The certificate program is expected to increase the demand for computer science classes, especially at the 100-level. The uptake of this program will likely start slowly, but could grow substantially. The faculty of Edwards School of Business has requested such a program, because it can be a credential accessible to their students (whereas the Minor in Computer Science is not), and the value of computing to corporate and managerial careers is high. A handful of Engineering students every year complete requirements for a 3-year B.Sc in Computer Science, but this dual-degree route is only practically accessible to specific branches of Engineering (Electrical and Engineering Physics). The certificate program is shorter, and is a better fit for Engineering students from other branches and thus may increase the number of Engineers taking Computer Science classes.

Anticipated Start Date

The program consists entirely of existing courses, so the only constraint is the time to propose and approve the program. We can start as early as May 2019.

Program Description

Certificate in Computing

The Certificate in Computing provides students with an opportunity to develop their computing literacy to equip them with the fundamentals of programming and software development, which can be applied to other areas of study or work. This program is not intended to prepare students for careers in software development, but to give professionals (and future professionals) in many fields the skills to apply computing to their activities, increasing their productivity.

Major Average

The major average in the Certificate in Computing includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Computing, 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.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

[Certificate in Computing \(Cert.\)](#)

[Requirements \(21 credit units\)](#)

- CMPT 141.3 or CMPT 113.3 or CMPT 116.3
- CMPT 145.3 or CMPT 117.3
- CMPT 214.3
- CMPT 270.3
- CMPT 280.3
- CMPT 370.3 or CMPT 384.3 or CMPT 394.3
- MATH 110.3 or MATH 121.3 or STAT 242.3 or STAT 245.3

ATTACHMENT 3

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Politics & Law

Field(s) of Specialization: Politics & Law

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Loleen Berdahl
Professor and Head, Department of Political Studies
College of Arts & Science
email: loleen.berdahl@usask.ca
306-966-1952

Proposed date of implementation: May 2019

Proposal Document

The Department of Political Studies in the College of Arts and Science proposes the establishment of a Certificate in Politics and Law, requiring 24 credit units. The program requirements will include six core courses, one which will act as the capstone course for the Certificate. By completion of the program, students will cultivate an understanding of issues of national and international politics and law through the lenses of different legal theories, and be able to present, support and defend ideas on politically controversial legal issues, and apply critical thinking to support or oppose such issues. The certificate is built on Political Studies courses, with only one new course required.

The proposed certificate speaks directly to the University Learning Charter. Specifically, it:

- Helps students to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.

- Provides students with a comprehensive knowledge of their subject area, discipline, or profession.
- Equips students to recognize and think through moral and ethical issues in a variety of contexts.

This certificate will allow students to acquire specialized knowledge about the intersection of politics and law in Canada and globally, and will provide them with a tangible means of documenting this competency. The Department of Political Studies views this certificate as an important means of attracting students to the study of legal issues from a political science disciplinary perspective, which will help them in future careers in the broad areas of government and law. The program offers degree students the opportunity to highlight their proficiency in this specialty area, and to enhance their overall learning experience with concentrated content.

The certificate ladders seamlessly into the Bachelor of Arts programs in Political Studies, allowing students to complete the certification without taking additional time to complete their degree program. The certificate may also be completed as a stand-alone requirement, allowing students who are not able to, or do not wish to, complete a full Political Studies degree (including those entering law school or majoring in other disciplines) an opportunity to complete a recognized political science post-secondary accreditation.

Critical mass:

It is anticipated that this certificate will be particularly attractive to Political Studies students and to students in other departments and Colleges who are interested in legal topics, including students considering future law school applications. The projected student enrolment initially is 5-10 students, and these numbers are expected to grow over time with rising student awareness of the program. This evidence is based upon current enrolment in complementary certificate programs, including the Certificate in Global Studies, also offered by the Department of Political Studies. However, as all but one of the courses that comprise this certificate are regularly offered already, there is no critical mass requirement to make this certificate viable.

Related certificate programs at other universities:

Nationally, there are number of programs at post-secondary institutions focused on legal studies, including a small number of certificate options; these programs are listed below. Our proposed certificate program is unique in Canada in that will be the only certificate program to focus on the intersection between politics and law. An undergraduate degree program that focuses on this area is offered at the University of Windsor (Bachelor of Arts (Honours) in Political Science, Law and Politics), but it is anticipated that overlap between enrolment in these programs will be close to nil.

Certificate programs: Simon Fraser University, Certificate in Legal Studies; University of Regina, Advanced Certificate in Justice Studies; Brock University, Certificate in Public Law; York University, Certificate in Law and Social Thought, Certificate in Public Administration and Law.

Bachelor of Arts Degree programs: Athabasca University, Bachelor of Professional Arts in Governance, Law, and Management; Royal Roads University, Bachelor of Arts in Justice Studies; University of Calgary, Bachelor of Arts in Law and Society; Algoma University, Bachelor of Arts in Law and Justice; Carleton University, Bachelor of Arts in Human Rights and Social Justice; Laurentian University, Bachelor of Arts in Law and Justice; McMaster University, Bachelor of Arts in Justice, Political Philosophy and Law; University of Toronto, Bachelor of Arts in Ethics, Society and Law; University of Windsor, Bachelor of Arts (Honours) in Political Science, Law and Politics; Wilfrid Laurier University, Bachelor of Arts in Law and Society; York University, Bachelor of Arts in Law and Society; Dalhousie University, Bachelor of Arts in Law, Justice and Society; St Thomas University, Bachelor of Arts in Law, Politics, and Society.

Certificate program vs minor:

The Degree Level Certificate option offers greater flexibility as compared to a minor. Students may complete a certificate prior to a degree, concurrently with a degree, or following a degree, whereas minors may only be completed concurrently with a degree. This opens the program both to existing university students as well as people in the community who have an interest in the subject and wish to obtain a credential. Certificates are also available to students in any College, in contrast to minors which are only available to students in the Colleges that have approved them for use.

Specific Learning Objectives to be addressed in certificate program core courses:

By completion of the certificate program, students should be able to:

1. Evaluate the connection between state power and law at the national and international levels;
2. Problematize and generate new ideas about how law and legal systems shape contemporary national and international political struggles;
3. Demonstrate the political importance of Canada's constitutional, regulatory and administrative law regimes;
4. Evaluate how politics and law interact to shape contemporary international relations and the lives of individuals globally;
5. Apply different legal theories to analyze issues of national and international politics; and
6. Write clearly, succinctly, and persuasively on topics of politics and law.

Impact on the Department:

As all of the courses in the certificate program, with the exception of the new capstone course, are already currently offered on a semi-regular basis, the introduction of this certificate program will have no impact on our current practice as it is a repackaging of existing courses. The certificate may see a slight increase in enrolment in courses, however we do not anticipate that this certificate will negatively affect any Department or College programs.

This program will be administered and officially housed in the Department of Political Studies. The core courses in the program will be taught by tenure-stream faculty in the Department of Political Studies and in the St. Thomas More Department of Political Studies. The program will strengthen the relationship between the College of Arts and Science and St. Thomas More Political Studies departments and faculty. The program does not impact any other departments or colleges.

Resources:

The Department currently possesses all needed resources required to implement this certificate. The core courses for this program are offered either annually or biannually and the elective courses are offered biannually. As a result, the introduction of this program will have no negative impact on current students, department practices, or library systems, and has no resource implications. We do not anticipate any risks to implementing the program in 2019. The risks of not proceeding with the program at this time are that students may seek similar learning opportunities at other post-secondary institutions to gain access to this type of accreditation.

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 the development of a Degree-Level Certificate program in Politics & Law.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. The program will allow students to develop a focus in Canadian and International law and politics, helping them to be more engaged, global citizens. We feel that this program will be of special interest to students preparing to apply to a law school, here or elsewhere, and for students who aspire to run for office or work in government.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 26, 2018, as did the College Faculty Council on October 4, 2018.

NOTICE OF INTENT

New Certificate Program: Politics and Law

The Department of Political Studies in the College of Arts and Science proposes the establishment of a Degree Level Certificate in Politics and Law. The program requirements will include four core courses (12 credit units), one which will act as the capstone course for the Certificate, two introductory courses (6 credit units), and two elective courses (6 credit units). By completion of the certificate, students will cultivate an understanding of issues of national and international law and politics through the lenses of different legal theories, and be able to present, support and defend ideas on politically controversial legal issues. This objective speaks directly to the University's Learning Goals. The certificate will draw upon existing courses and one new course from Political Studies to meet the course requirements.

This certificate clusters together existing College courses to offer students a tangible output that recognizes their specialized knowledge in the subject area. The program will allow students to acquire specialized knowledge about the intersection of politics and law in Canada and at the international level, and will provide them with a means of documenting this competency. We see this certificate as an important means of attracting students to the study of legal issues from a political science disciplinary perspective. It offers students the opportunity to highlight their proficiency in this specialty area and to enhance their overall learning experience with concentrated content.

Nationally, there are a number of programs at post-secondary institutions focused on legal studies, including a small number of certificate options. This program is distinct in its focus on the intersection between politics and law. The certificate ladders seamlessly into the Political Studies Three-year, Four-year, and Honours BA programs, allowing students to complete the certification while completing their degree programs. The certificate may also be completed as a stand-alone requirement, allowing students who are not able to complete a full political science degree (including those entering law school) an opportunity to complete a tangible political science post-secondary accreditation. By allowing students to choose their elective offerings in the certificate program, we foresee flexibility in the student learning experience that permits certificate participants to customize their course selection while studying perspectives on this important subject area.

We anticipate that this certificate will be particularly attractive to Political Studies students and students in other departments and Colleges who are interested in legal topics. The projected student enrolment initially is expected to be 5-10 students, and these numbers are anticipated to grow over time with rising student awareness of the program. This evidence is based upon current enrolment in complementary certificate programs, including the Certificate in Global Studies, offered by the Department of Political Studies.

The introduction of this program will assist students to achieve learning outcomes in a number of areas identified in the University Learning Charter. Specifically, it:

- Helps students to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Provides students with a comprehensive knowledge of their subject area, discipline, or profession.
- Equips students to recognize and think through moral and ethical issues in a variety of contexts.

The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. We will be introducing one new course that will be included in the program; this course will also be part of the Political Studies degree electives and does not require additional resources or supports. The core courses for this program are offered either annually or biannually and the elective courses are offered biannually. As a result, the introduction of a certificate program will have no negative impact on current department practices or library systems, and has no resource implications. We do not anticipate any risks to implementing the program in 2019. The risks of not proceeding with the program at this time are that students may seek certificate or learning opportunities at other post-secondary institutions in lieu of the University of Saskatchewan to gain access to this type of accreditation. This program will be administered by and housed in the Department of Political Studies. It is intended to commence in May 2019, pending approvals.



September 4, 2018

Dr. Loleen Berdahl
Professor and Head, Department of Political Studies
University of Saskatchewan
Sent electronically to: Loleen.berdahl@usask.ca

RE: Confirmation of Consultation – Certificate of Proficiency in Politics and Law

Dear Dr. Berdahl,

Please accept this as confirmation of consultation with the College of Law regarding Political Science's proposed *Certificate of Proficiency in Politics and Law*. I have shared the proposal with our Acting Associate Dean Academic, Professor Larre and we concur that there is no overlap with existing Law courses nor do we feel the department is attempting to deliver programming equivalent to the requirements of a Juris Doctor degree.

If you have any questions or require further confirmation from the College of Law, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin Phillipson".

Martin Phillipson
Dean of Law

Cc: political.studies@usask.ca

Program Description

The purpose of this certificate program is to foster knowledge about the intersection of politics and law in the undergraduate learning experience and the learning environment at the University of Saskatchewan.

Major Average

The major average in the Degree Level Certificate program in Politics and Law includes the grades earned in:

- All courses eligible to be used in the program

Residency Requirements

To receive a Certificate in Politics and Law, 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:

Certificate in Politics and Law

Requirements (24 credit units)

- POLS 111.3 — Democratic Citizenship in Canada
- POLS 112.3 — Justice and Injustice in Politics and Law
- POLS 225.3 — Canadian Public Administration and Administrative Law
- POLS 263.3 — Politics of International Law
- POLS 303.3 — Public Law and the Courts in Canada
- POLS 333.3 — Theory and Politics of Law. (New course proposed in the October 2018 University Course Challenge)

Choose **6 credit units** from the following:

- POLS 302.3 — The Politics and Law of Work and Employment
- POLS 304.3 — Democracy and the Charter of Rights and Freedoms
- POLS 403.3 — Advanced Topics in Public Law and Public Policy

ATTACHMENT 4

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in the Study of Indigenous Storytelling

Field(s) of Specialization: Study of Indigenous Storytelling

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Wendy Roy
Professor and Head, Department of English
College of Arts & Science
Email: wendy.roy@usask.ca
306-966-2132

Proposed date of implementation: May 2019

Proposal Document

The departments of Indigenous Studies, English, and Drama in the College of Arts and Science have together developed this interdisciplinary degree-level Certificate in the Study of Indigenous Storytelling. The certificate aims to recognize student knowledge and understanding of approaches to Indigenous storytelling and literatures, from multiple cultural and disciplinary perspectives.

Initiation of the certificate is timely, given the urgent goals and needs for Indigenization and reconciliation across the university and in Canadian society more broadly, and given the recent approval of the College of Arts and Science Indigenous Learning requirement. The certificate will contribute to all of these endeavors, and will include a number of courses already approved for the Indigenous Learning requirement; however, it will ensure a much greater level of understanding than one course within one discipline can provide. Several courses that are part of the certificate will include both contemporary and traditional culture-specific knowledge-

keepers.

Registration in the certificate will be open to undergraduate students enrolled in any degree program at the University of Saskatchewan, and it can also be completed as a stand-alone program. The certificate will allow students from across the university to gain expertise in the study of Indigenous literatures and storytelling and to be officially recognized for that expertise. Interest has been expressed by students in Indigenous Studies, English, and Drama, but we anticipate that there will also be keen interest in such programs as Education, ITEP, SUNTEP, Gabriel Dumont College, Law, and Social Justice. Students in any of these programs will be able to demonstrate to prospective employers and other academic programs that they have interdisciplinary and culturally specific perspectives on this important area of study and knowledge.

While there are courses in Indigenous literatures and storytelling at universities on the prairies, and while these universities do have certificate programs in other areas of Indigenous education, there are no certificate programs in the study of Indigenous oral and written storytelling at the universities of Winnipeg, Manitoba, Regina, Calgary, or Alberta, or at First Nations University of Canada.

This certificate will enable students to learn about the history and continuing traditions of Indigenous storytelling, through specific cultural examples; the systems of knowledge that are inherent in storytelling, as well as an understanding of protocols around storytelling; and the ways that traditions have been adapted for delivery in new media (stories, poems, plays, books, film), and in order to tell new stories. These more recent stories might include narratives of residential school experiences and of the Sixties Scoop. Learning about these subjects through the lens of Indigenous storytelling will help students, the university, and the broader community in efforts towards reconciliation as well as Indigenization. It will help to give students who enroll an understanding of past, present, and future, and of the profound impact of the varying ways in which stories have been told and recorded — verbally, in writing, in film and new media — on the stories themselves and on their dissemination and reception. It may also provide students with opportunities to explore pathways toward telling their own stories.

The requirements for the proposed certificate include first-year courses in Indigenous Studies and English, as well as an existing core second-year course on Indigenous Storytelling of the Prairies, and then an opportunity for students to select from a list of approved courses currently offered by the three departments. These include Indigenous playwriting, Indigenous literatures in North America, and Métis political and poetic writing. In the future, appropriate courses from other departments may also be included. The certificate is designed in such a way that students are required to take courses from at least two disciplines; therefore, they will gain experience in synthesizing and applying methods and understandings from different disciplinary perspectives. In all three of the sponsoring departments, the key courses are taught by faculty members and/or instructors who have specific expertise in the areas of Indigenous storytelling and literatures (eg., Janice Acoose, Mika Lafond), Metis poetics (eg., Rob Innes), or Indigenous drama (eg., Carol Greyeyes). As well as contributing to College goals, the certificate contributes

to the goals of the three departments towards promoting both Indigenous knowledges and reconciliatory practices.

Impact on the Departments:

The program will have a positive impact on activities and students in the Departments of Drama, English, and Indigenous Studies. Students in each department will be able to gain an interdisciplinary and culturally specific perspective on the study of Indigenous storytelling, rather than just on how this form of knowledge transmission is approached more generally or within their own disciplines. In Drama, students in the *wîcêhtowin* Theatre Program will be able to include the Certificate as an extra credential. Similarly, students in the various English literature programs and Indigenous Studies programs will be able to demonstrate enhanced interdisciplinary expertise when they apply to employers or to other academic programs (such as programs in Education or graduate schools).

The departments of English and Indigenous Studies have committed to changing the prerequisites for key courses (ENG 242, INDG 215, and INDG 270) so that they match the prerequisites for the Certificate, allowing students to move through the program within a two-year time frame.

Representatives from Drama, Indigenous Studies, and English met a number of times since January 2018 to work out the details of the Certificate. The committee consisted of the departmental Heads and Undergraduate Chairs, along with Indigenous faculty members Bonita Beatty from Indigenous Studies, Tasha Hubbard from English, and Carol Greyeyes from Drama. We have also consulted with and received support from the Department of History, ITEP, SUNTEP, Gabriel Dumont College, and the Gordon Tootoosis Nîkânîwin Theatre. A summary of these discussions, as well as consultations with Elders appears below.

Resources:

Since students outside the three departments will be welcome to enrol in the certificate, it should modestly increase enrolments in the courses that are part of the certificate.

The certificate will require no new resources, except possibly the addition of more sections of the proposed required courses. Both INDG 107 and first-year English are already offered in multiple sections each year, including online. The core course ENG 242: Indigenous Storytelling of the Prairies is also already offered several times a year, including online; several faculty members and instructors have the expertise to teach this course. Added sections of any of the required classes should be self-supporting through tuition fees.

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 the development of a Degree-Level Certificate program in the Study of Indigenous Storytelling.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. The proposed program will allow students to develop a level of proficiency in recognizing and understanding oral, including performance, and written forms of Indigenous storytelling in Canada. We are especially pleased to approve this proposal as a collaboration among three departments, and with the support expressed by coordinators of the SUNTEP and ITEP programs, and by local Indigenous storytellers.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 26, 2018, as did the College Faculty Council on October 4, 2018.

Notice of Intent

To: Academic Programs Committee (BA, BFA, BMus), College of Arts and Science
Re: Notice of Intent, Certificate in Indigenous Storytelling
From: Robert Innes, Head, Department of Indigenous Studies
Wendy Roy, Head, Department of English
Moirra Day, Head, Department of Drama
Date: May 1, 2018

The departments of Indigenous Studies, English, and Drama in the College of Arts and Science propose to develop a Certificate in the Study of Indigenous Storytelling. We hope that this interdisciplinary degree-level certificate, which would recognize expertise in oral and written forms of Indigenous storytelling in Canada, will be launched in Fall 2019.

Representatives from the three departments have met several times since January 2018 to discuss the possibilities and proposed details of this certificate. The committee consists of the departmental Heads and Undergraduate Chairs, along with Indigenous faculty members Bonita Beatty from Indigenous Studies, Tasha Hubbard from English, and Carol Greyeyes from Drama. Initiation of the certificate is timely, given the urgent needs for Indigenization and reconciliation across the university, and given the recent approval of the College of Arts and Science Indigenous Learning requirement. The certificate would contribute to all of these endeavours, since it would increase knowledge of Indigenous stories and methods of storytelling, and would include a number of courses already approved for the Indigenous Learning requirement; however, it would ensure a much greater level of understanding than one course within one discipline can provide.

Registration in the certificate would be open to undergraduate students enrolled in any degree program at the University of Saskatchewan, and it could also be completed as a stand-alone program. The certificate would allow students from across the university to gain expertise in Indigenous literatures and storytelling and to be officially recognized for that expertise. We anticipate that there will be keen interest not only among students in Indigenous Studies, English, and Drama, but also in such programs as Education, ITEP, SUNTEP, Law, and Social Justice.

This certificate will enable students to learn about the history and continuing traditions of Indigenous storytelling, through specific cultural examples; the systems of knowledge that are inherent in storytelling, as well as culturally specific protocols; and the ways that traditions have been adapted for delivery in new media (stories, poems, plays, books, film, the web), and in order to tell new stories. These more recent stories might include narratives of residential school experiences and of the Sixties Scoop. Learning about these subjects through the lens of Indigenous storytelling will help to give students an understanding of past, present, and future, and of the profound impact of the varying ways in which stories have been told and recorded — verbally, in writing, in film and new media — on the stories themselves and on their

dissemination and reception. It may also provide students with opportunities to explore pathways toward telling their own stories.

We anticipate that the requirements for the proposed certificate would include first-year courses in Indigenous Studies and English, as well as an existing core second-year course on Indigenous Storytelling of the Prairies, and then an opportunity for students to select from a list of approved courses currently offered by the three departments. These include Aboriginal playwriting, Indigenous literatures in North America, and Métis political and poetic writing. Appropriate courses from other departments may also be included. The certificate will require no new resources, except the addition of several new sections of the proposed required courses, including ENG 242: Indigenous Storytelling of the Prairies, all of which should be self-supporting.

So far, we have consulted with members of our own departments and with the College as a whole, but we plan to consult other Humanities and Social Sciences departments, as well as Indigenous educators and student communities within and connected to campus, including Gabriel Dumont Institute, SUNTEP, ITEP, and the Indigenous Students' Council (and we are aware of and will be sensitive to the concerns raised by the students' council with regard to reconciliation and Indigenization on campus). We will also consult with the Gordon Tootosis Nīkānīwin Theatre and with Elders including writers Louise Halfe and Maria Campbell.

As far as we can determine, while there are courses in Indigenous literatures and storytelling at universities on the prairies, and while these universities do have certificate programs in other areas of Indigenous education, there are no certificate programs in Indigenous storytelling and literatures at the universities of Winnipeg, Manitoba, Regina, Calgary, or Alberta, or at First Nations University of Canada.

We hope that this important and timely certificate receives approval for development at the University of Saskatchewan from the Planning and Priorities Committee. We would be pleased to provide further information if needed.

Related Documentation

Record of Consultation:

Summary of Consultations on Proposed Certificate in the Study of Indigenous Storytelling September 4, 2018

Representatives from the departments of Indigenous Studies, English, and Drama met a number of times during winter and spring 2018 to work out details about the certificate. Members of the committee included the department heads (Dirk de Boer and then Rob Innes, Wendy Roy, and Moira Day), as well as several of the undergraduate chairs and Indigenous members of the departments (including Bonita Beatty in Indigenous Studies, Tasha Hubbard in English, and Carol Greyeyes in Drama). The proposal was then vetted and approved by all three departments (see attached letters of support).

Over the summer, members of the committee consulted with the following groups and individuals:

Acting Vice-Dean Indigenous Dirk de Boer (see letter)
Dept. of History chair Geoff Cunfer (see email)
Jennifer Dawn Bishop, Gordon Tootosis Nīkānīwin Theatre (in-person meeting)
Sheila Pocha, SUNTEP and Gabriel Dumont College (in-person meeting)
Chris Scribe, ITEP (in-person meeting)
Elder Louise Halfe (in-person meeting)
Elder Joseph Naytowhow (in-person and over email)
Indigenous Students' Council

Summaries of the in-person consultations are as follows:

In a meeting August 16, 2018, Jennifer Dawn Bishop, artistic director of Gordon Tootosis Nīkānīwin Theatre, expressed strong support for the program. She was pleased that Indigenous faculty members such as Carol Greyeyes had been consulted. She suggested that in future, sponsors of the certificate give consideration to giving credit (perhaps 3-cu) for the Gordon Tootosis Nīkānīwin Theatre's six-month Circle of Voices theatre program for youth aged 16-24.

In a meeting August 24, 2018, Sheila Pocha, coordinator of the Saskatchewan Urban Native Teacher Education Program and Gabriel Dumont College, expressed support for the certificate. Currently, students in SUNTEP and at Gabriel Dumont College take 12-cu of the courses that are proposed as part of the certificate. Ms. Pocha wanted us to make it clear that this is a certificate in the study of oral and written stories, and not in how to tell stories; she also wanted to ensure that there was a focus on culture-specific knowledge. The certificate proposal was revised to address these concerns. Ms. Pocha suggested that the certificate consider the knowledge systems inherent in storytelling, as well as why Indigenous peoples tell stories and what oral

learning means to the people to whom it is gifted. She asked us to consider what students are getting from the certificate, and why they are taking it. She suggested two useful texts/concepts for those teaching in the certificate: Lenore Stiffarm's *As We See ... Aboriginal Pedagogy* and Dr. Martin Brokenleg's "Circle of Courage."

In a meeting August 31, 2018, coordinator of the Indian Teacher Education Program Chris Scribe enthusiastically supported the certificate. Currently, students in ITEP take 12-cu of the courses that are proposed for the certificate. He said the program would be of great benefit to ITEP students, and indicated that ITEP may be interested in adding classes that are part of the certificate to their students' programs. He approved of the involvement of Indigenous Studies in the proposal, and agreed that the proposed classes are appropriate. He recommended that, if possible, the courses be taught by Indigenous faculty members who understand how stories are attained and how to study the protocol of stories, and who understand that Indigenous storytelling is land-based.

We sent information about the proposal to the Indigenous Students' Council in early September; president Regan Ratt-Misponas indicated that the council has no objections to the certificate as it is currently formulated.

In a meeting August 29, 2018, Elder and former Saskatchewan Poet Laureate Louise Halfe graciously accepted our request to provide guidance on the certificate. She identified herself as a contemporary storyteller, and suggested that we also consult a traditional storyteller such as Elder Maria Campbell or Elder Joseph Naytowhow. She suggested organizing a roundtable discussion about the certificate with elders and storytellers, if that was possible. She wanted to ensure that we understood, and that the certificate would take into account, the fact that storytelling is organic in Indigenous communities, and that story comes from land. She wanted it to be clear that this is not a certificate in being a storyteller, since that would be a colonial approach to what is a culturally specific process of learning and understanding. She recommended as a resource *The Art of Storytelling* by Hannah B. Harvey.

We had earlier reached out to Elder Maria Campbell, who was one of the first instructors of what is proposed to be the core course, ENG 242 Indigenous Storytelling of the Prairies, but she did not participate in consultations.

On August 29, one of our committee members had a brief in-person discussion about the certificate with Elder and Storyteller Joseph Naytowhow. After he received additional details in an email, he responded on Aug. 31 with the following comment: "I'm glad you're connecting to indigenous worldview. If it so happens I'd like to discuss possible avenues of research (i.e. meeting First Nation elders/storytellers)." In a subsequent email Sept. 1, he wrote:

"Now that I've read your synopsis I'm more informed.

Sounds like the ground work had been established. I will read a few more times so I can determine how I may be involved.

It takes a long time to become a storyteller so I'm happy that the university has taken action to include indigenous storytelling methods in some faculties for starters. We all could use an

understanding of this amazing teaching aspect within the indigenous worldview. Elders are the pillars as you know for inspiring and education our young people since the beginning of time. I admire this big step towards reconciling and including our ideology, philosophy etc., etc., etc. in the world of academics.

Good that you have Janice, Rob and Carol as part of your team.”

Acting on this advice, we are planning a roundtable with Elders and Storytellers before the launch of the certificate in 2019.

Consultation with the Department of History

From: Roy, Wendy
Sent: Tuesday, August 07, 2018 12:55 PM
To: Cunfer, Geoffrey <geoff.cunfer@usask.ca>
Subject: Proposed Certificate in Indigenous Storytelling

Dear Geoff,

I hope you are well.

The departments of Indigenous Studies, English, and Drama at the University of Saskatchewan have been working on developing a Certificate in Indigenous Storytelling and Literatures, which would recognize expertise in oral and written forms of Indigenous storytelling in Canada. We hope to launch this certificate in Fall 2019, and we wanted to let you know about it, in case you have any questions or concerns; see attached documents for details. FYI, we are planning to put the proposal in for the September challenge.

All best,

Wendy Roy, Department Head, English
Rob Innes, Department Head, Indigenous Studies
Maira Day, Department Head, Drama

From: "Cunfer, Geoffrey" <geoff.cunfer@usask.ca>
Subject: RE: Proposed Certificate in Indigenous Storytelling
Date: August 7, 2018 at 1:16:29 PM CST
To: "Roy, Wendy" <wendy.roy@usask.ca>, "Innes, Robert" <rob.innes@usask.ca>, "Day, Moira" <moira.day@usask.ca>

Dear Wendy, Rob, and Moira,

Thank you for consulting with the History Department about the proposed certificate in Indigenous storytelling. It looks like a nice addition for our students and we have no objection. Good luck as you bring this proposal to fruition.

Best,

Geoff

Geoff Cunfer
Professor and Department Head
Department of History
University of Saskatchewan
9 Campus Drive
Saskatoon, SK S7N 5A5



UNIVERSITY OF SASKATCHEWAN
**College of
 Arts and Science**
 DEPARTMENT OF DRAMA
 ARTSANDSCIENCE.USASK.CA

183 John Mitchell Building, 118 Science Place
 Saskatoon SK S7N 5E2 Canada
 Telephone: 306-966-2323
 Fax: 306-966-8193
 Email: drama.department@usask.ca
 Web: artsandscience.usask.ca/drama

To: Arts and Science Academic Programs Committee (BA, BFA, BMus)

Date: 31 August 2018

Re: **Proposed Interdisciplinary Certificate in the Study of Indigenous Oral and Written Storytelling**

This is to confirm that the Department of Drama is thrilled to support the proposed Interdisciplinary Certificate in the Study of Indigenous Storytelling which it has developed in close collaboration with members of the Departments of English and of Indigenous Studies. We agree that initiation of the certificate is timely, given the urgent needs for Indigenization and reconciliation across the university and in Canadian society more broadly, and that the certificate will fill an important need in helping to increase student knowledge and understanding of approaches to Indigenous storytelling, through its unique multiple disciplinary perspective.

At the department level, we see the Study of Indigenous Storytelling Certificate working in a mutually supportive relationship with our existing two-year wicêhtowin Theatre Program (WTP); the latter, which was founded in 2015, already builds strongly on the recognition that there are many forms of theatre training and expression that support and complement Indigenous approaches to storytelling. By formally forging new connections between analogous work being done in Drama, English, and Indigenous Studies, the Storytelling certificate will strongly complement the WTP Certificate's broader goal of embedding Indigenous performance, cultural, and story-telling methodologies and creative practice into department and university curricula alike. The new certificate will also further serve the intention of the WTP Certificate to strengthen the department's interdisciplinary connections with other University units engaged in Indigenous educational, cultural, and artistic outreach. In terms of other forms of educational and community partnering, we are excited by the possibilities of new collaborations with SUNTEP, ITEP and the Gordon Tootoosis Nikānīwin Theatre, suggested by certain elements of the Storytelling Certificate.

To all these ends, Carol Greyeyes, the founding co-ordinator of Drama's wicêhtowin Theatre Program or WTP, was particularly active in the consulting process, and recommending that two core WTP courses be incorporated into the new certificate. The first, Dram 111: Practicum I Indigenous Performance Methods, which is one of the approved courses for the new Indigenous credit requirement being implemented in 2020, focuses on the immersive learning and "application of an Indigenous language to various methods of creative expression: oratory, storytelling and especially performance arts and focuses on both individual and group exercises." The second, Dram 231: The Introduction to Aboriginal Playwriting "focuses on First Nations and Métis cultural concerns," and explores the craft of writing plays "through exercises and class discussion." Storytelling Certificate students will find these Drama courses excellent complements to the other language, literary, historical, and cultural courses they are taking; WTP students seeking a complementary certificate to expand on the work they have done in Dram 111 and 231, will quickly gravitate to the cluster of courses offered by the Storytelling Certificate. We agree that students who choose to do both certificates will be able to demonstrate enhanced interdisciplinary expertise when they apply to employers or to subsequent academic programs.

For all these reasons, the Department of Drama is very much looking forward to implementing the proposed Interdisciplinary Certificate in the Study of Indigenous Storytelling in partnership with the Departments of English and of Indigenous Studies.

Sincerely,

Moira Day
 Professor and Chair, Department of Drama



To: Arts and Science Academic Programs Committee (BA, BFA, BMus)

Date: 24 August 2018

Re: Proposed Interdisciplinary Certificate in the Study of Indigenous Storytelling

I write in enthusiastic support of the proposed interdisciplinary Certificate in the Study of Indigenous Storytelling. The proposal for this certificate was developed through close collaboration among the Departments of English, Indigenous Studies, and Drama.

Initiation of the certificate is timely, given the urgent needs for Indigenization and reconciliation across the university and in Canadian society more broadly. What Cherokee scholar Jeff Corntassel and his colleagues term “restorying” is a “first step toward remembering and revitalizing our collective and individual consciousness”; it enables “unsettling our comfortable assumptions about the past” and makes “decolonizing space for Indigenous history—counter-narratives of diplomacy, law, and peacemaking practices—as told by Indigenous peoples themselves” (“Indigenous Storytelling”).

The certificate will fill an important need in helping to increase student knowledge and understanding of approaches to Indigenous storytelling; the multiple disciplinary perspectives will promote a much greater understanding than one course within one discipline can provide. It will enable students to learn about the history and continuing traditions of Indigenous storytelling, through specific cultural examples; the knowledge systems and protocols of such storytelling; and the ways that traditions have been adapted for delivery in new media (stories, poems, plays, books, film), and in order to tell new stories. It will give students an understanding of past, present, and future, and of the profound impact of the varying ways in which stories have been told and recorded on the stories themselves and on their dissemination and reception. It may also provide students with opportunities to explore pathways toward telling their own stories.

The certificate will help to fulfill the goals of the department and college toward Indigenization and reconciliation, as well as toward interdisciplinary approaches to knowledge. Courses from our department that are part of the certificate will be taught by faculty members or instructors who have specific expertise in the areas of Indigenous storytelling, such as Janice Acoose and Tasha Beeds. While we anticipate that students from other areas of the university will enroll in this program as a stand-alone certificate, students in various English literature programs will also approach the certificate as an additional credential. Those who do will be able to demonstrate enhanced interdisciplinary expertise when they apply to employers or to subsequent academic programs.

Members of the Department of English have been consulted about and are supportive of the certificate; it has been approved by the Undergraduate and Faculty Committees and by individual Indigenous faculty members, including Tasha Hubbard (who has now left the department) and Janice Acoose. As part of its support of the certificate, the Department of English has committed to changing the prerequisites for the core course, ENG 242.3 Indigenous Storytelling of the Prairies, so that they match the prerequisites for the certificate. This will allow students to move through the program within a two-year time frame.

Sincerely,

Wendy Roy
Professor and Chair, Department of English



142 Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8 Canada
Telephone: (306) 966-6209
Facsimile: (306) 966-6242

Date: September 4, 2018

Re: **Proposed Interdisciplinary Certificate in the Study of Indigenous Oral and Written Storytelling**

This letter is to confirm that the Department of Indigenous Studies supports the proposed interdisciplinary Certificate in the Study of Indigenous Storytelling. The proposal for this certificate was developed through close collaboration among the Departments of English, Indigenous Studies, and Drama.

Indigenous literature is core to Indigenous Studies as it provides an avenue for students to discuss and learn about Indigenous historical and contemporary experiences from an inter/multi-disciplinary perspective that privileges an Indigenous lens. The studying of Indigenous literature provides an opportunity to access how Indigenous authors construct and convey their realities in story form. These constructions of stories – whether in novels, plays, poetry, short stories, films, auto/biographies, music or traditional stories – offer students the opportunity to learn about Indigenous cultures while gaining an understanding of the critique of the oppression and racism facing Indigenous people found within the stories.

The Department has offered Indigenous literature courses since 1990 and currently offers INDG 270 “Literature of Native North America,” and INDG 215 “Metis Political and Poetic Writing.” Both courses are a part of the certificate. We also offer the special topics class INDG 298 “Indigenous Music,” that if regularized could become another course option for the certificate. Currently, Robert Innes is qualified to teach both INDG 215 and 270.

The faculty members in the department support the creation of this certificate. Department members expressed their view that the collaboration between the English, Drama and Indigenous Studies departments is significant and should be seen as a model, along with the Certificate in Indigenous Governance and Politics, on how departments can work together to offer quality Indigenous programming.

Sincerely,



Robert Innes
Associate Professor and Department Head



September 10, 2018

Professor Wendy Roy
Department of English
College of Arts and Science

Dear Wendy,

I am very pleased to write this letter of support for the Certificate in the Study of Indigenous Storytelling. This proposal is a clear response to the priorities and directions laid out in the University Plan 2025 and the College of Arts and Science Plan 2025, and is very much in the spirit of the TRC Calls to Action.

I am particularly pleased to see that this certificate is a collaboration between three departments – English, Indigenous Studies, and Drama – and I congratulate the proponents on their vision and on their willingness to reach out beyond departmental boundaries to make their vision come true. In this certificate, each of the departments brings its strengths to the table, and I hope and anticipate that the partnership between the three departments will lead to additional fruitful collaborations in the future.

With warm regards,



Dr. Dirk de Boer
Acting Vice-Dean Indigenous
College of Arts and Science

Program Description

The Certificate in the Study of Indigenous Storytelling is an interdisciplinary certificate that recognizes expertise in the study of oral and written forms of Indigenous storytelling in Canada, as well as culturally-specific knowledge systems inherent in storytelling. The program consists of 21 credit units, including the core course ENG 242.3, Indigenous Storytelling of the Prairies.

Registration in the Certificate in the Study of Indigenous Storytelling is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program.

Major Average

The major average in the Certificate in the Study of Indigenous Storytelling includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in the Study of Indigenous Storytelling, 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.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

REQUIREMENTS

- INDG 107.3 Introduction to Canadian Indigenous Studies
- ENG 242.3 Indigenous Storytelling of the Prairies

Choose 3-cu from the following:

- 100-level ENG courses

Choose 12-cu from the following:

- DRAM 111.3 Indigenous Performance Methods
- DRAM 231.3 Introduction to Indigenous Playwriting
- ENG 335.3 The Emergence of Indigenous Literature in Canada
- ENG 338.3 Contemporary North American Indigenous Literatures
- INDG 215.3 Metis Political and Poetic Writing
- INDG 270.6 Literature of Native North America

AGENDA ITEM NO: 10.11

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Termination of the Degree-level certificate in Applied and Professional Ethics**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Academic Programs Committee approved the deletion of the degree-level certificate in applied and professional ethics at its September 12, 2018 meeting.

The degree-level certificate was initially approved by the Academic Programs Committee in January 2015 as one of two certificates brought forward by the Department of Philosophy. While the degree-level certificate in Ethics, Justice, and Law has been successful, there has been very limited enrolment and interest in the certificate in Applied and Professional Ethics. The main reason for the low enrolment and interest is the requirement of a capstone course for this certificate program. Since its inception, there have only been five students who have completed the capstone course.

With the deletion of the certificate in Applied and Professional Ethics, the department anticipates that student interest in education in ethics will be easily met by the remaining certificate program, which is more easily delivered.

This certificate will be deleted effective May 2019. Students currently completing the certificate will be permitted to complete the program.

ATTACHMENTS:

1. Report Form for Program Termination: Applied and Professional Ethics – Degree-level Certificate

ATTACHMENT 1

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Applied & Professional Ethics – Degree-level Certificate

Effective date of termination: May 2019

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

This program requires completion of PHIL 330.3 (Research Project in Applied Ethics), which in turn demands that this low-enrolment course be offered in regular rotation. This requirement limits the department's ability to offer other courses needed for degree programs. As this certificate has generated only modest interest in its three-year history, and as the program has significant overlap with the Certificate in Ethics, Justice & Law, the department has decided to propose deletion of this program.

PHIL 330 will be retained for the time being to allow enrolled students to complete the program.

2. Technical information.

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

PHIL 330.3 is the only course unique to this program.

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

Teaching of PHIL 330.3 is the only exclusive resource assigned to this program.

2.3 Courses to be deleted, if any.

None at this time.

2.4 Number of students presently enrolled.

No information on student enrolment has been added to the student information system, but enrolment numbers in the capstone course over the past 3 years indicates that 5 students are currently working toward meeting the requirements of this program.

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

See above.

The first student will graduate from this program in Spring 2018.

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?

PHIL 330 will be delivered at least once more to ensure that students in the program can complete the requirements.

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

PHIL 330 has taught as overload by the Department Head. Deletion of this program will remove the need for this extra workload.

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

It is anticipated that there will be a slight enrolment increase in the Certificate in Ethics, Justice & Law.

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

No effect.

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

No. The existing Certificate in Ethics, Justice & Law provides a suitable replacement.

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

No course deletions at this time.

- 3.7 Describe any impact on research projects.

No effect.

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

No.

- 3.9 Describe the budgetary implications of this deletion.

No effect.

External

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

None.

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

It is unlikely.

Other

3.12 Are there any other relevant impacts or considerations?

No.

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

Department and college memos attached.

DATE: May 16, 2018
TO: Terry Wotherspoon, Chair, Academic Programs Committee, University Council
FROM: Peter Alward
RE: Deletion of the Certificate in Applied & Professional Ethics

This memo confirms that the Department of Philosophy approved the deletion of the Degree-level Certificate in Applied & Professional Ethics.

A handwritten signature in blue ink, appearing to be 'PA', is located below the text of the memo.

Peter Alward, Department Head

Cc: Emer O'Hagan, Undergraduate Chair
Alexis Dahl, Director of Programs, College of Arts and Science

TO: Terry Wotherspoon, Chair, Academic Programs Committee
FROM: Dirk de Boer, Acting Vice-Dean Indigenous and Acting Vice-Dean Academic
DATE: May 23, 2018
RE: Deletion of the Degree-level Certificate in Applied & Professional Ethics

This memo confirms that the College of Arts and Science supports the deletion of the Certificate in Applied & Professional Ethics program, as set out in the Program Termination form. This program creates a demand on teaching resources that cannot be sustainably met by the department, especially as the program has failed to generate a critical mass of enrolments.

Students who have begun work on this program prior to May 2018 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposal to terminate the program was submitted to the Arts and Science Course and Program Challenge in April 2018, and was approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on April 9, 2018. The proposal was approved by the College of Arts and Science Faculty Council on May 15, 2018.



Dirk de Boer

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

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

- 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.
- 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?
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 Program for Existing or New Degree / Diploma / Certificate Information

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

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.

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 - NOT APPLICABLE

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?
If yes, choose one of the following?

Yes No

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

Yes No

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?

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?

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?

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?

Yes No Revised

Yes No Revised

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 - NOT APPLICABLE

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
- 2
- 3 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?
 If NO, please describe.

Yes No
- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
 If YES, please describe.

Yes No

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

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

- 1 Will students apply on-line? If not, how will they apply?
- 2 What term(s) can students be admitted to?
- 3 Does this impact enrollment?
- 4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 5 Can classes towards this program be taken at the same time as another program?
- 6 What is the application deadline?
- 7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 13 Will the standard application fee apply?
- 14 Will all applicants be charged the fee or will current, active students be exempt?

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

- 3 When is the first class expected to graduate?

- 4 _____

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?
If YES, what and by what date?

Yes No

Section 12: Registration Information - NOT APPLICABLE

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 - NOT APPLICABLE

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) - NOT APPLICABLE

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information - NOT APPLICABLE

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

Yes No

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

Yes No

1 Is this a program termination?

If yes, what is the name of the program?

Certificate in Applied and Professional Ethics [CTAPE]

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?

If yes, what courses?

Yes No

4 Are there currently any students enrolled in the program?

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

Appears to be 6 students in the program; 1 is graduating in June 2018 and there are 5 students enrolled in the capstone course; students will be allowed to complete the program

Yes No

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

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

2026-2027 year (students are allowed 10 years to complete a program once started)

Yes No

7 Is there mobility associated with this program termination?

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 - NOT APPLICABLE

1 How will tuition be assessed?

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

* See attached documents for further details

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

3 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?

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?

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: SEDS - Information Dissemination (internal for SEDS use only)

Yes	No

- 1 Has SEDS, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SEDS, Admissions, been informed about this new / revised program?
- 3 Has SEDS, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SEDS, 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?

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

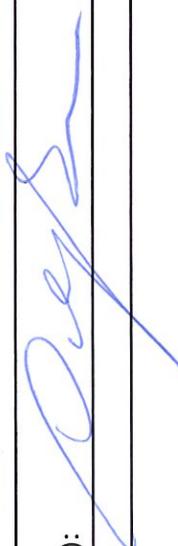
f. Other

<input type="checkbox"/>

SIGNED

Date: 23 MAY 2018

Registrar (Russell Isinger): 

College / Department Representative(s): 

IPA Representative(s): N/A

AGENDA ITEM NO: 10.12

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Angela Kalinowski, Acting chair, Academic Programs Committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Diversity and Social Accountability Admissions Program (DSAAP) in the College of Medicine**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Academic Programs Committee received the attached report on the Diversity and Social Accountability Admissions Program (DSAAP) from the College of Medicine at its October 24, 2018 meeting.

The committee was pleased to receive this outcomes report and note the high volume of applications submitted under this admissions program. The notes that there are discussions ongoing within the College of Medicine about possibly increasing the seats allocated to the DSAAP.

ATTACHMENTS:

1. Outcomes report on the inaugural year of the Diversity and Social Accountability Admissions Program (DSAAP) in the College of Medicine

Outcomes report on the inaugural year of the Diversity and Social Accountability Admissions Program (DSAAP) in the College of Medicine

All DSAAP applicants are residents of Saskatchewan. As such, they first are considered for a seat as a Saskatchewan resident and, if unsuccessful, then they are considered for one of the 6 available DSAAP seats.

Of the 295 SK residents who applied as of October 1, 2017, with the required application fee paid, 58 (19.7%) also submitted the DSAAP supplemental admissions questionnaire. The initial 58 DSAAP applicants were reduced to 37 due to one of the following issues: not releasing their Medical College Admissions Test (MCAT) results, having a MCAT result below the minimum MCAT total sum percentile score established for the recent admissions cycle by the Admissions Committee, not providing the references required, or not providing the required 5 years of annual income statements for all family members.

In November, 2017, a sub-committee of the Admissions Committee reviewed the 37 remaining DSAAP applications and approved 30 of the 37 to move forward. Subsequently, 4 of the 30 were removed due to not meeting the 75.00 % academic average required for application to our medical school or because both references provided by the applicant would not accept the phone call to discuss the applicant's background (i.e., the answers given in the DSAAP questionnaire). The remaining 26 DSAAP applicants were offered an interview at our multiple min-interview (MMI) held during the third weekend in March. Applying the same MMI-pass level as for all Saskatchewan residents (> 22.9 percentile) resulted in 20 DSAAP applicants moving on in the admissions process.

Final consideration of Saskatchewan residency documentation as well as other information, including that provided through the telephone questionnaire to the applicant references resulted in 3 of the DSAAP 20 applicants who had passed the MMI being removed from further consideration. The Admissions Committee's decisions on the remaining 17 applicants were as follows. Five were offered a seat through the regular competition for Saskatchewan residents. After the remaining 12 applicants had their admission rank number adjusted according to the DSAAP operational parameters, the top 6 ranked applicants were offered a DSAAP seat and the remaining 6 were wait-listed. The wait-list of 6 was not used, as all 6 applicants offered a DSAAP seat accepted the offer of entrance into the College of Medicine undergraduate program in August 2018.

It is important to note that the Saskatchewan residents who applied through the DSAAP process and gained entry to our school have not been told whether they came in through the regular Saskatchewan resident admissions process or through the DSAAP. This anonymity of outcome is part of the DSAAP operational descriptors. This is done to remove the stigma potentially attached to which route an individual applicant comes into our medical school.

I have no hesitation at all in saying that the inaugural year of the College of Medicine's DSAAP was successful. That far fewer than 50% of the Saskatchewan applicants initiated the DSAAP process clearly points to the majority of Saskatchewan applicants to our medical school coming from families with an annual household income above the Saskatchewan median (i.e., >\$80,000). From a provincial social accountability perspective this clearly points to the foundation for the

DSAAP in the College's admissions processes. The Admissions Committee has reviewed the first year admissions outcomes of the DSAAP and has initiated discussions on whether to recommend increasing the number of seats allocated to the DSAAP. A decision in this regard here will include a review of both what is known of the successful DSAAP applicants as well as how they do in medicine year one.

With regard to the former context, review of the 6 DSAAP applicants revealed that the average of their MCAT results and academic grades are slightly lower than for the other Saskatchewan residents gaining entry this year, but that the average of their MMI results are higher, with these all coming together into an admission rank number just below that resulting in a seat offer as a Saskatchewan resident. [NOTE: The U. of Calgary Admissions Office recently has found similar slightly lower cognitive/academic and overall higher non-cognitive/inter-personal skills for their applicants from lower income households.] Despite having lower average cognitive scores, it must be emphasized that our accepted DSAAP applicants meet all academic requirements to apply, meaning they have the academic skills needed perform well in their medical training and subsequent licencing examinations. Moreover, their higher than average non-cognitive outcomes points, on balance, to their ultimately being excellent empathetic patient-focused physicians.

Barry Ziola PhD
Director of Admissions
Professor, Pathology & Laboratory Medicine
College of Medicine
University of Saskatchewan
2018.10.21

AGENDA ITEM NO: 11.1

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

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

DATE OF MEETING: November 22, 2018

SUBJECT: Promotions Appeal Panel Member Nomination

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Nancy Gyurcsik, College of Kinesiology, to the promotions appeal panel effective immediately and continuing until June 30, 2019.

DISCUSSION SUMMARY

Due to the appointment of Marcel D'Eon to the university review committee, a new member is required to serve on the promotions appeal panel.

ATTACHMENT(S):

Promotion appeal panel membership

PROMOTIONS APPEAL PANEL

From this roster, the members are chosen for Promotion Appeal Committees (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

16.3.5.1 Appeal Panel. An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- a) **The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;**
- b) **The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.**

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

16.3.5.2 Promotions Appeal Panel. The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

To June 30, 2021

Jim Waldram	Anthropology and Archaeology
Bram Noble	Geography and Planning
Leslie Howe	Philosophy
Rob Pywell	Physics and Engineering Physics
Jennifer Nicol	Educational Psychology and Special Education
Angela Bowen	Nursing
Ralph Deters	Computer Science
TBD	
Marcel D'Eon	Community Health and Epidemiology
Sabine Banniza	Plant Sciences
Ekaterina Dadachova	Pharmacy and Nutrition
Stephen Foley	Chemistry
Anh Dinh	Electrical and Computer Engineering
Chris Zhang	Mechanical Engineering
Yvonne Shevchuk	Pharmacy and Nutrition
Emer O'Hagan	Philosophy
John Gordon	Medicine
Margaret Kovach	Educational Foundations

To June 30, 2020

Cindy Peternelj-Taylor	Nursing
Janet Hill	Veterinary Microbiology

Claire Card
Marcus Hecker
Vikram Misra
Murray Fulton
Dwayne Brenna
Scott Bell
Bev Brenna
Valery Chirkov
Jerzy Szpunar
Michael Plaxton
Barb Phillips
Peter Phillips
Jeremy Rayner
Verna St. Denis

Large Animal Clinical Sciences
School of Environment and Sustainability
Veterinary Microbiology
Johnson Shoyama Graduate School of Public Policy
Drama
Geography and Planning
Curriculum Studies
Psychology
Mechanical Engineering
Law
Management and Marketing
Johnson Shoyama Graduate School of Public Policy
Johnson Shoyama Graduate School of Public Policy
Educational Foundations

To June 30, 2019

Rob Flannigan
Keith Walker
Suresh Tikoo
Barbara von Tigerstrom
Gord Zello
Linda McMullen
Helen Nichol
Jo-Anne Dillon
Jeff McDonnell
Alexander Ervin
Steve Wormith
Tony Kusalik
David Janz
Keith Carlson
Diane Knight

Law
Educational Administration
School of Public Health/VIDO-InterVac
Law
Nutrition
Psychology
Anatomy and Cell Biology
Microbiology & Immunology/VIDO-InterVac
School of Environment and Sustainability
Anthropology
Psychology
Computer Science
Veterinary Biomedical Sciences
History
Soil Science

AGENDA ITEM NO: 11.2

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Pamela Downe, chair, nominations committee of Council
DATE OF MEETING: November 22, 2018
SUBJECT: Joint Committee on Chairs and Professorships (JCCP) Member Nominations

DECISION REQUESTED:

It is recommended:

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.

DISCUSSION SUMMARY

Due to the leave of Scott Bell, a new member of Council is required to serve on the joint committee on chairs and professorships (JCCP).

ATTACHMENT(S):

JCCP membership

JOINT COMMITTEE ON CHAIRS AND 2018-19

- Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding chairs and professorships can be addressed simultaneously.

Jim Germida (chair)

TBD

Beth Bilson

Terry Summers

Debra Pozega-Osburn

Grant Devine

Jane Alcorn

TBD Scott Bell

Jacque Zinkowski

Vice-Provost Faculty Relations

(VP Research designate)

University Secretary

Controller

Vice-President, University Relations

Board of Governors representative

Research, scholarly and artistic work committee of Council

Council Member

Committee Secretary – Faculty Relations Officer

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: November 22, 2018

SUBJECT: **Governance Committee Terms of Reference**

DECISION REQUESTED: *It is recommended
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.*

PURPOSE:

Changes to the membership of Council committees are proposed by the governance committee. In this instance, the committee is proposing a change to its own terms of reference.

DISCUSSION SUMMARY:

In response to the request from the Graduate Students' Association (GSA) to have student representation and student vote on the committee, the University of Saskatchewan Students' Union (USSU) and the GSA were invited to name student representatives to attend committee meetings as guests for a year. The decision to first proceed with a trial period of student involvement as guests was based on the short duration of student member terms, the technical nature of much of the committee's work; and the existing opportunity for students to serve as voting members on other Council committees that consider student concerns and issues much more directly.

At the conclusion of the year, the committee assessed the student involvement and supported that the committee terms of reference be amended to include a student appointed by the GSA and a student appointed by the USSU as *ex officio* non-voting student members, with the voting status of the student members to be revisited in two years' time.

In supporting the addition of student members to the committee, members affirm the fundamental importance of student voice. The decision to recommend a further two-year

trial period with respect to the voting status of student members is a practical decision based on the small size of the committee and effect on quorum if student attendance is poor.

FURTHER ACTION REQUIRED

If the addition of non-voting student membership is approved by Council, the voting status of student members will be reviewed by the governance committee in two years' time.

ATTACHMENT(S):

1. Council Bylaws Part II Section II: Governance committee – revisions showing in markup

II. GOVERNANCE COMMITTEE

Membership

Three elected members of Council, one of whom will be Chair

The President's designate

Ex Officio

Chair of Council

Chair, academic programs committee of Council

Chair, planning and priorities committee of Council

University Secretary

One undergraduate student appointed by the U.S.S.U. (non-voting)

One graduate student appointed by the G.S.A. (non-voting)

Administrative Support

Office of the University Secretary

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61(1)(j) of *The University of Saskatchewan Act, 1995*.
- 10) 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.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: November 22, 2018

SUBJECT: **School of Rehabilitation Science Faculty Council
Membership**

DECISION REQUESTED:

It is recommended

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.

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws.

DISCUSSION SUMMARY:

The School of Rehabilitation Science has requested the addition of representatives from the Saskatchewan Society of Occupational Therapists (SSOT) and the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA) as non-voting members on the school's faculty council to recognize the association of these professional bodies with the school.

ATTACHMENT(S):

1. Faculty Council Membership of the School of Rehabilitation Science – revisions showing in markup

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college of school faculty council]

Faculty Council of the School of Rehabilitation Science

See (i), Sections (a) to (o) above.

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Physical Therapy
- (q) The Director of the School of Physical Therapy
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair
- (s) The Assistant Dean Graduate Studies, College of Medicine
- (t) Clinical Specialists in the School of Physical Therapy
- (u) The Director of Continuing Physical Therapy Education
- (v) No more than six members of the faculty of the School of Physical Therapy, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Physical Therapy Faculty Council
- (w) No more than eight Master of Physical Therapy student members
- (x) No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows
- (y) Head of the Health Science Library or designate
- (z) The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA), **Representative of the Saskatchewan Society of Occupational Therapists (SSOT), Representative of the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA).**

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: November 22, 2018

SUBJECT: College of Arts and Science Faculty Council Membership

DECISION REQUESTED:

It is recommended

That Council approve the membership changes to the Faculty Council of the College of Arts and Science as shown in the attachment.

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws.

DISCUSSION SUMMARY:

The College of Arts and Science proposes membership changes to update its faculty council membership to include graduate and postdoctoral student representation and ASPA teaching employee representation, and to clarify the representation of members from St. Thomas More and the Biomedical Science departments.

ATTACHMENT(S):

1. Faculty Council Membership of the College of Arts and Science – revisions showing in markup

Faculty Council of the College of Arts and Science

See 1.A, sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers in the College of Arts and Science;
- (q) All full-time faculty, instructors and special lecturers from St. Thomas More College teaching courses recognized for the BA, BSc or BA/BSc degrees (voting rights to be limited **to matters as set out in the terms of federation Part One, Section II.2. of these Bylaws* and all academic matters that affect BA, BSc or BA/BSc degrees in which STM offers courses**);
- (r) All full-time faculty from departments within the **Division of Biomedical Sciences departments** of the College of Medicine that offer BSc degree programs through the College of Arts and Science (voting rights to be limited as **per College of Arts and Science Bylaws set out in Part One, Section II.2. of these Bylaws***);
- (s) College of Arts and Science – Vice-deans, Associate Deans **(Students); Associate Dean Division of Biomedical Sciences**; Dean and Associate Dean of St. Thomas More College;
- (t) Five **(5)** representatives of the sessional lecturers;
- (u) Two (2) representatives of the regular ASPA teaching employees;**
- (u) Ten **(10)** Arts and Science student representatives (full participation in meetings except when the discussion relates to individual students or faculty);
- (v) Two (2) graduate students supervised in Arts and Science (with full participation in meetings except when the discussion relates to individual students or faculty)**
- (w) One (1) postdoctoral fellow supervised in Arts and Science (will full participation in meetings except when the discussion relates to individual students or faculty);**
- (v) The deans of all other colleges, or their designate (non-voting member);
- (w) Director, University Learning Centre (non-voting member).**

*Note: Bylaws here refers to the College of Arts and Science Faculty Council Bylaws Part One, Section III 1(b) Voting Members 5 & 6 (as follows). This addition was approved by the College May 15, 2018

5. Voting rights of St. Thomas More faculty, instructors and special lecturers are specific to the terms of the federation with the College of Arts and Science, and apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which affect B.A., B.Sc. or B.A.& Sc. Program in which STM offers courses.
6. Voting rights of Biomedical Science department faculty apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which affect the B.Sc. degree programs offered by the **Division of Biomedical Science departments** through the College of Arts and Science.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REPORT FOR INPUT**

PRESENTED BY: Jay Wilson, Chair

DATE OF MEETING: November 22, 2018

SUBJECT: *Procedures for Student Appeals in Academic Matters*

COUNCIL ACTION: **For Input Only**

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~~^{X4}

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Student Appeals in Academic Matters

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Appendices:

- | | |
|------------------------|--|
| Re-Assessment Form | Appeal at the level of Department or Non-departmentalized College: Request for and Report of Re-Assessment |
| University Appeal Form | University-Level Appeal of Matters Other than Substantive Academic Judgment |

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.

Draft as of Sept. 24, 2018

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~~

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~~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~~

Draft as of Sept. 24, 2018

~~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 re~~assessor~~-reader. The mark or grade given by the re-assessor may be higher or lower than the mark given by the instructor(s). The result of the ~~reassessment~~~~re-read~~ shall be recorded on the *Request for and Report of Re-assessment 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 re~~assessor~~-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 re~~assessment~~-reading.

(d) Reasonable efforts will be made to complete the reassessment within 30 days.

- ~~(e)~~d. 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)~~d.

- ~~(f)~~e. A ruling of a department-level decision on a matter of substantive academic judgment will be final and not subject to further appeal.

- ~~(g)~~f. 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--I~~Level ~~a~~Appeals shall be limited to the grounds of appeal outlined in Part V.B.1 of these ~~p~~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.~~

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- (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

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(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~~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;~~

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- ~~(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

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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.~~

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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:
	NSID:
Address (Street, City, Postal Code):	Telephone:
	Email:
Appeal related to (check where applicable): <ul style="list-style-type: none"> <input type="checkbox"/> Faculty action/Standing in Program (Program, year of program): <input type="checkbox"/> Course work/course grade (Course name/number/section): (Instructor(s) responsible for the course): <input type="checkbox"/> Other (please specify): 	
Date final college-level decision communicated in writing:	
Grounds for appeal (check where applicable):	
<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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Student Appeals in Academic Matters

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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.

Draft as of Sept. 24, 2018

- (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
-------------------	------

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 Appeal Form

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

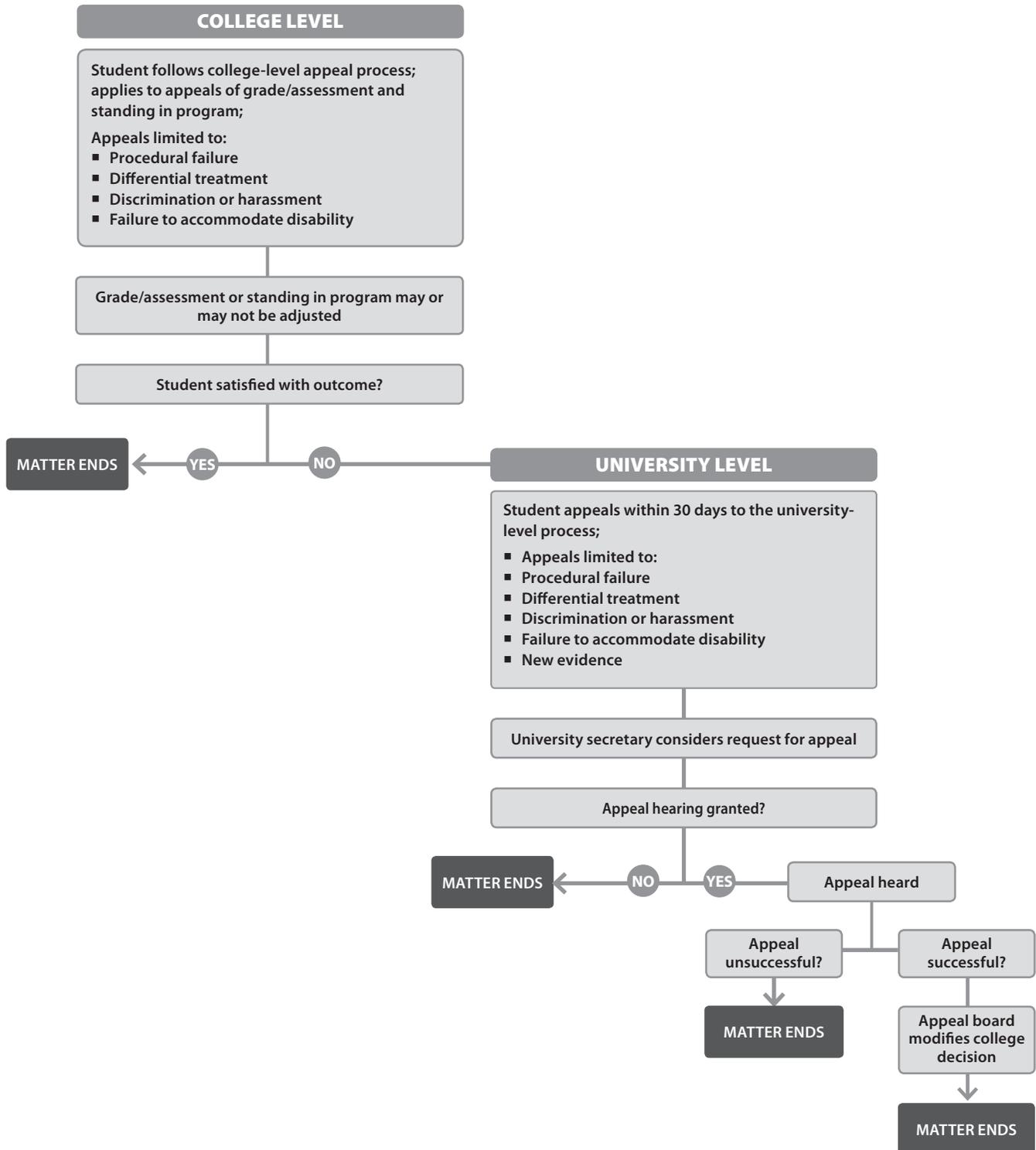
A written statement outlining the allegation and grounds for appeal must be attached.	Signature of Student	Date
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Questions may be directed to:

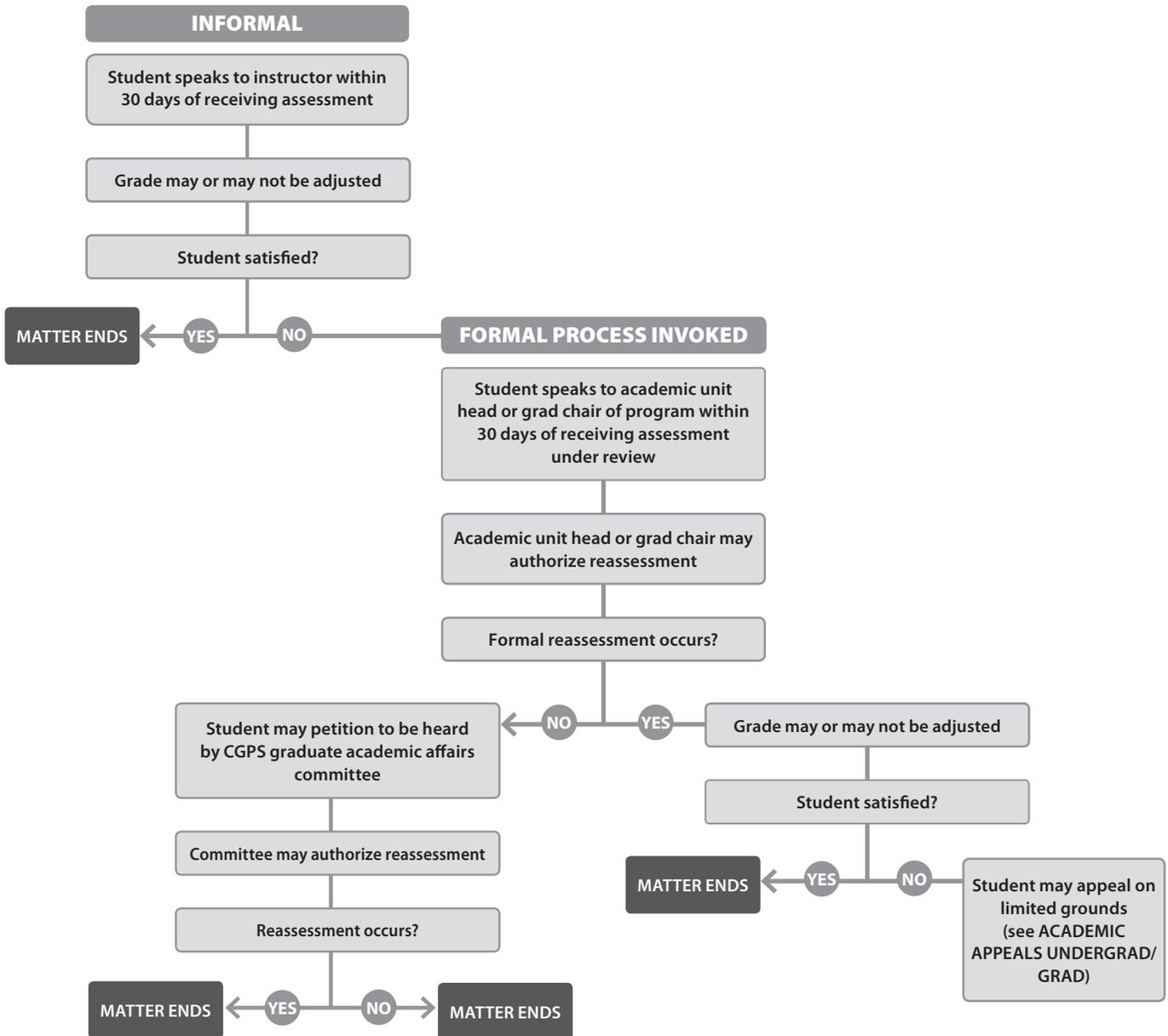
University Secretary ■ University of Saskatchewan ■ E290 Administration Building ■ 105 Administration Place ■ Saskatoon, SK S7N 5A2
Canada Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4530

APPEALS OF ACADEMIC EVALUATION

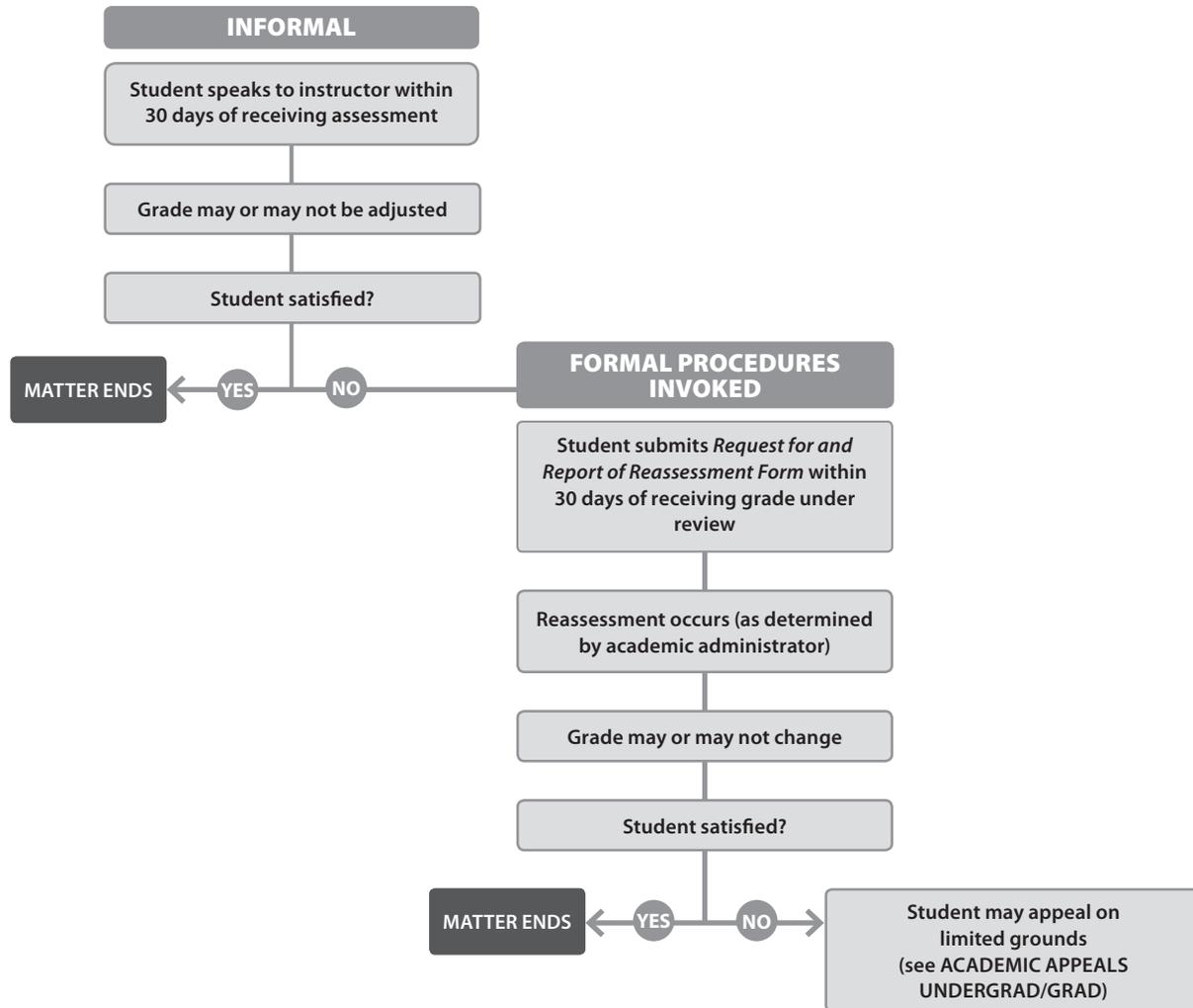
Undergraduate and Graduate Students



APPEAL OF ACADEMIC EVALUATION (REASSESSMENT) Graduate Students



APPEAL OF ACADEMIC EVALUATION (REASSESSMENT) Undergraduate Students



UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: November 22, 2018

SUBJECT: **Strategic Research Plan: *Discovery the World Needs***

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

The planning and priorities committee (PPC) is pleased to present to Council the University of Saskatchewan's (U of S) first strategic research plan, entitled *Discovery the World Needs*. The committee received a presentation from the vice-president research, Dr. Karen Chad, at its meeting on November 7, 2018.

This strategic research plan follows the approval of the University of Saskatchewan Plan 2025 by the U of S's three governing bodies, and the submission of the Internationalization Plan to Council last June. The strategic research plan is one of several foundational, functional plans that will be brought forward to University Council for information: the teaching and learning plan, Indigenization plan, and the community outreach and engagement plan. This is in keeping with a continuous planning process, whereby plans will be kept relevant, current, and timely. As such, these functional plans will be brought forward as they are ready.

PPC heard from Dr. Chad that the vision, spirit and sense of possibility that are central to the university plan are also enshrined in this research plan. Dr. Chad noted the two-year journey that was taken to ensure the full contributions and input of faculty, staff and students in the development of the plan. Dr. Chad summarized the types of questions that were posed to those consulted in the development of the plan, recalling the plan was circulated in various forms and discussed at: RSAW (April 2017, May 2018, Oct 2018); Associate Deans of Research (April 2017, May 2017, Dec 2017, May 2018, Oct 2018), Centre Directors Forum (April 2018), CRC Forum (Oct 2018), Senior Leadership Forum (Dec 2017, August 2017 Retreat, April 201), Dean's Council (Oct 2017), and the President's Executive Committee (April 2017, Nov 2018). Further detail on the process of developing the Strategic Research Plan is detailed in the one-pager provided by Dr. Chad that is attached to this package of materials.

The committee is supportive of the research plan, and commends the aspirational vision and clear objectives which match the university plan. The committee noted that the document is a pleasure to read, well written, and is at right level of detail, with a narrative and strategy that are inspiring. The summary diagram was well received, and it was noted that it resembled a Medicine Wheel, which matches the language of “transformative decolonization leading to reconciliation.” The committee also discussed the signature areas and the faculty’s sense of inclusion or exclusion from the university’s research priorities. The chair and vice-chair of RSAW were also present at the PPC meeting. They shared that they had had several opportunities to provide feedback, and had been part of the evolution of the plan.

The committee encouraged Dr. Chad to anchor the plan in the context of who we are now, and to contextualize the aspirations relative to our current performance. In response, the vice-president research included the covering memo in attachment 1 for the benefit of University Council, noting that that content will be discussed on an ongoing basis with University Council and its committees, and is covered in the *Developing our Research Ethos and Strategy* document.

ATTACHMENTS:

1. Discovery the World Needs: Overview for Council
2. Discovery the World Needs: University of Saskatchewan’s Research Plan (2018-2025)

Discovery the World Needs

Overview for Council

UofS Strategic Research Plan:

- A research strategic plan is an expectation for U15 institutions and any research-intensive university
- We aspired to develop a narrative that aligns our community (researchers, partners, donors) around a vision, spirit and sense of possibility for UofS research and discovery

The Journey:

- Began in 2017
- Process:
 1. Individual interviews:
 - ┆ Guided themed questions informed the conversations
 - ┆ Faculty, external stakeholders, senior academic and administrative leaders participated
 2. Narrative of what was heard was developed as part of the consultation process:
 - ┆ Strengths, assets and opportunities identified
 - ┆ Limitations and gaps articulated
 - ┆ Values and commitments sketched out
 3. Planning framework created
 4. After testing the framework, a draft plan created
 5. *Discovery the World Needs* UofS Strategic Research Plan developed
- Consultations:
 - ┆ Associate Deans Research
 - ┆ Centre Directors Forum
 - ┆ Canada Research Chairs Forum
 - ┆ Senior Leadership Forum
 - ┆ Deans Council
 - ┆ President's Executive Committee
 - ┆ RSAW
 - ┆ International Activities Committee
 - ┆ Planning and Priorities Committee
 - ┆ Vice-Provost, Indigenous Engagement
 - ┆ Campus community

Next Steps:

- The Plan will be shared with Board of Governors and Senate
- An evergreen Implementation Plan will be developed
- Regular VPR reports to Council will continue as a means of keeping Council engaged and updated on progress

Discovery the World Needs

**University of Saskatchewan's
Research Plan**

2018-2025



Chapter 1

Context

Working hard today with the future in mind.

It's a distinctively Prairie ethic—doing what needs to be done in the present, motivated by the promise of a fruitful, if uncertain, harvest—and it perfectly describes the discipline and optimism that have animated the University of Saskatchewan for over a century.

Discipline and optimism are the lifeblood of research, scholarship and artistic creation. All are rooted in knowledge, skill, technique, rigour—and all derive purpose and energy from a spirit of curiosity, a willingness to

test boundaries, a belief in humanity's potential to shape the future. It is for this reason that research, scholarship and artistic creation have always been central to the mission and accomplishments of the University of Saskatchewan. From the work of Harold Johns and Sylvia Fedoruk in developing Cobalt-60 as a revolutionary cancer treatment to the Crop Development Centre's role in securing Saskatchewan's leadership in the global pulse market; from Nobel Laureate Gerhard Herzberg's pioneering work in describing the structure and geometry of molecules to the many recognized writers, composers, artists and actors who have discovered their voice and honed their craft on our campus—all speak to the indomitable discipline and optimism that drive the university's engine of inquiry, discovery and creativity.

At no point in the university's proud history has our vital core of research, scholarship and creativity enjoyed greater recognition—and more urgent possibility—than it does today. Since the launch of former President Peter MacKinnon's *Renewing the Dream* strategy in 2002 and the visionary

articulation of six signature areas in 2009, the University of Saskatchewan has witnessed an unprecedented period of growth, success and heightened pre-eminence as one of Canada's leading, research-intensive centres of learning and discovery.

This track record of achievement has delivered UofS to an inflection point.

Our progress over the past 10 years has both prepared us for the next decade of achievement—and magnified how much we have at stake strategically, particularly as we aspire to strengthen our position and sustain our trajectory. More than ever, we need an inspiring strategy that aligns our community—scholars, students, staff, partners, donors—around a vision, spirit and sense of possibility for research, scholarship and artistic creation. We need a strategy that ensures all students have opportunities to take part in research excellence. We need a strategy that uplifts Indigenization and

the experience of reconciliation in our work. And we need a strategy that prepares and supports the courageous students and faculty—tomorrow's leaders—who will drive our aspiration to be the university the world needs.

As we look to the future, we are mindful that our rich legacy will be sustained by a new generation of trailblazers: *~60% of our faculty were hired within the last decade*—a vibrant cohort of scholars inspired by the opportunities our university affords. It is these faculty to whom we have entrusted our future and to whom we must now dedicate our vision for a flourishing community of discovery.

The title of this plan—DISCOVERY THE WORLD NEEDS—speaks to the discipline and optimism at the heart of our university: our drive to engage in research, scholarly and artistic works that matter. This plan should affirm what we believe to be true about our university. And it should expose with integrity what makes this institution great—and what can make it greater.

Chapter 2

Our Research Strategy

Our researchers, scholars and artists will lead the next leg of our journey.

Our university enjoys enviable opportunities to inspire communities with discovery the world needs. But we cannot take this position for granted. We must be dauntless in confronting the challenges we face and honest about where we need to focus.

It is for this reason that our university must tackle four pivotal COMMITMENTS that are essential to strengthening, diversifying and seizing research, scholarly and creative opportunities:

BUILD INSTITUTIONAL FORTITUDE. We will empower an academic community with the vision, agility, diversity and courage to excel in research, scholarship and creativity.

UPLIFT INDIGENIZATION. We will support flourishing Indigenous scholarship rooted in reciprocal, respectful and relational academic and community partnerships to guide our journey of transformative decolonization and reconciliation.

INVIGORATE OUR HEALTH CLUSTER. We will unlock the creativity, innovation and community potential of interdisciplinary health and wellness research.

EMBOLDEN OUR STRENGTHS. We will cultivate areas of emerging strength and potential while amplifying our signature priorities.

Collectively, these commitments embody the STRATEGIC INTENT of this plan: *To engage in research, scholarly and artistic works that embolden our faculty, create opportunities for our students, and enrich and inspire Saskatchewan, Canada and the world.*

THE ILLUSTRATION ON THE NEXT PAGE UNITES THE VALUES AND COMMITMENTS INTEGRAL TO THIS PLAN.

The outer ring identifies the values central to our identity:

PARTNERSHIP & COLLABORATION. **We thrive through our relationships and connections—a strength rooted in the pragmatism and ambition of a community of scholars who recognize that we can simply do more by working together.**

COMMUNITY & SENSE OF PLACE. **We are inspired by the communities we serve and the land we inhabit—and we aim to bridge local priorities to knowledge and opportunities across the globe.**

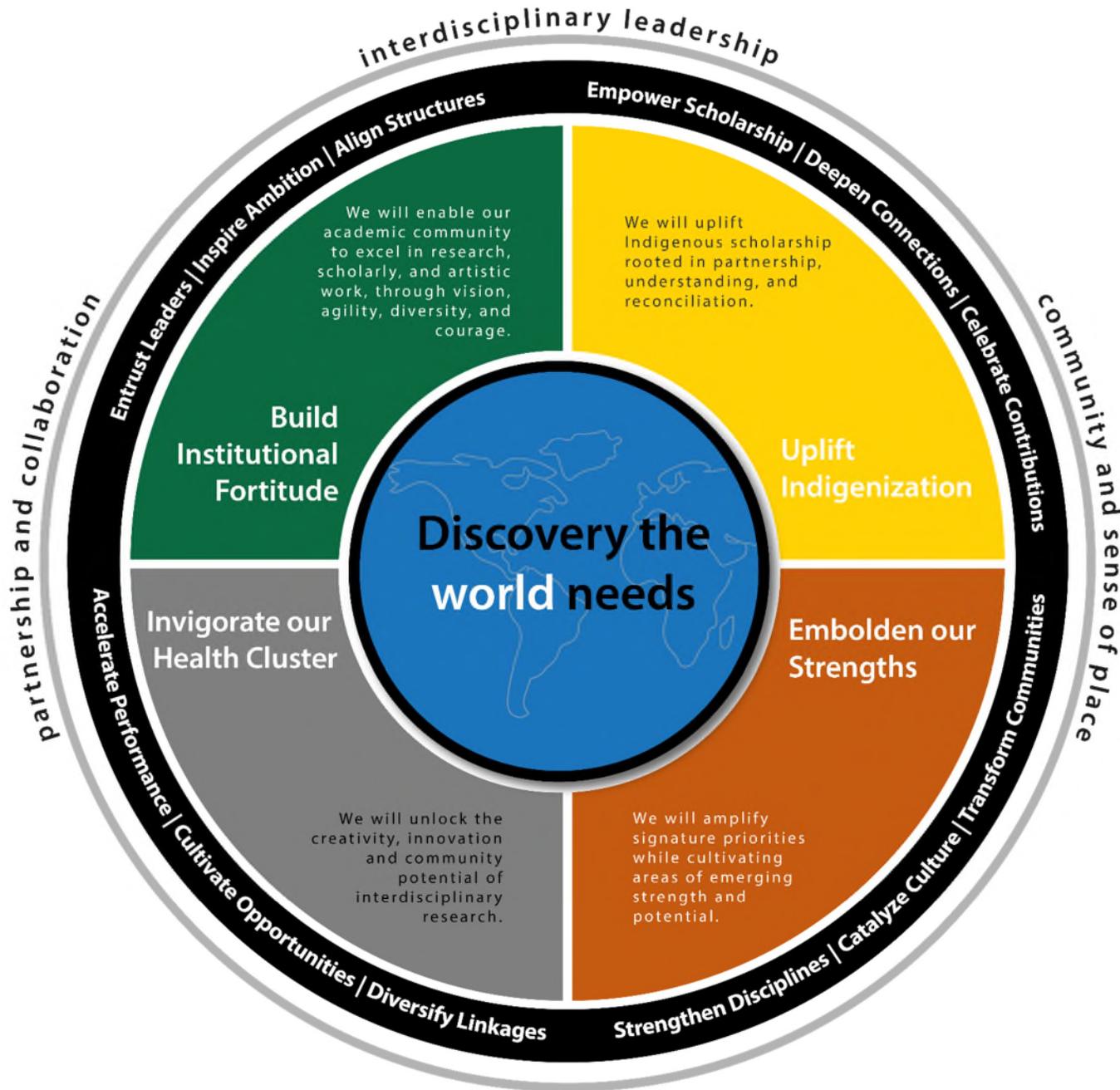
INTERDISCIPLINARY LEADERSHIP. **We understand that tackling the world’s greatest challenges requires the intersection of diverse minds, traditions, experiences and ways of knowing.**

These values are bound together by the overarching aspiration to achieve

PURPOSEFUL IMPACT— **“Discovery the World Needs” — the knowledge that our work is germane to the challenges of our era and will contribute to the social, cultural, ecological and economic goals of the communities we serve.**

Our values provide the cultural and intellectual context for the COMMITMENTS and associated GOALS that will focus our actions and drive change. We elaborate on our commitments and goals in the pages that follow, and we propose a series of GUIDEPOSTS that will help to mark progress along our journey together.

Discovery the world needs is the touchstone of our research vision.



1

Institutional Fortitude

WE WILL EMPOWER AN ACADEMIC COMMUNITY WITH THE VISION, AGILITY, DIVERSITY AND COURAGE TO EXCEL IN RESEARCH, SCHOLARSHIP AND CREATIVITY.

Leadership across our university—beginning at the most senior ranks—must be prepared to take bold steps aimed at tackling unevenness in research, scholarly and creative output; driving performance; empowering gender and cultural diversity within faculty, staff and student communities; and aligning institutional systems with our vision (which includes addressing limitations within and across college systems and heightening our expectations of leaders at all levels). In short, our university must take steps to bridge our legacy to our future.

At the same time, we need to do a better job of holding ourselves accountable to this future: cataloguing our achievements, sharing our stories and demonstrating how every member of our community wins when the university earns a place of distinction

among the world's leading centres of research and scholarship.

This future will distinguish us in many ways. We will be better educators, inspiring students with our research and engaging them in our discovery mission. We will be more inventive and entrepreneurial, pushing ourselves to translate knowledge with social, economic and cultural value. And we will be better community partners, deepening connections that fuel creativity, expand horizons and ensure that the world benefits from our work.

Building institutional fortitude will therefore require us to focus on 3 goals.

Entrust Leaders. Ensure that academic leaders embrace their central role in identifying, cultivating and fulfilling the potential of research opportunities, talent and teams.

Inspire Ambition. Engage all members of our university community in a shared commitment to earning a place of global prominence in research, scholarship and creative endeavour.

Align Structures. Optimize recognition systems, physical environments, and administrative practices, policies and infrastructure to enable flourishing research, scholarly and artistic collaborations, foster innovation, empower diversity and facilitate community partnership.

The job of our leaders is to create opportunities.

—College Dean

We're just about at a place where collaboration goes beyond being a strategy, goes beyond being a goal: it has just become a value.

—Senior Academic Leader

Six guideposts will mark our journey toward Building Institutional Fortitude.

- n Focused development of interdisciplinary mindset and skills among faculty and students and active facilitation of novel, highly productive research collaborations within and across disciplines, departments, colleges, schools and institutes.
- n Measurable growth in research revenues (notably Tri-Council funding), scholarly influence, innovation/ commercialization outcomes and community impact across all academic units.
- n Strategic recruitment of distinguished researchers, scholars and artists—faculty, fellows and graduate students—in areas of established and emerging strength, including growing numbers of women, Indigenous peoples and visible minorities.
- n Growing numbers of faculty, fellows, graduate trainees and undergraduate students across colleges and academic units, along with start-ups and businesses in the adjacent Innovation Place research park, actively connected to and engaged with signature research areas.
- n Tenure, promotion, merit and reward systems increasingly recognize the value of innovative and collaborative research endeavours.
- n Collaboration has become a central premise in the design, development and use of physical infrastructure and spaces.

2

Uplift Indigenization

WE WILL SUPPORT FLOURISHING INDIGENOUS SCHOLARSHIP ROOTED IN RECIPROCAL, RESPECTFUL AND RELATIONAL ACADEMIC AND COMMUNITY PARTNERSHIPS TO GUIDE OUR JOURNEY OF TRANSFORMATIVE DECOLONIZATION AND RECONCILIATION.

A significant proportion of Indigenous Canadians live in and contribute to the social, cultural and economic life of Saskatchewan—and by 2036, 1 in 5 residents will identify as Indigenous. Our province's history and future are intimately linked to the history and future of Indigenous peoples—and our university has a profound responsibility to partner with Indigenous communities to ensure that research, scholarly and creative activities preserve, celebrate and create place and space for Indigenous knowledges, stories, languages and cultures.

Our commitment must be matched by action. We must transform an informal model of engagement into a sustainable, relevant and responsible framework for reciprocal and respectful dialogue and constructive action. We must overcome the limitations of a rigid academic

recognition system that can impede the very collaborations with and among Indigenous researchers and communities we most need to deepen. And we must build a vibrant community of Indigenous scholars—faculty, graduate students, fellows—with the critical mass to embed Indigenous methodologies and the unity of inquiry, teaching and service as a core thesis of discovery at our university.

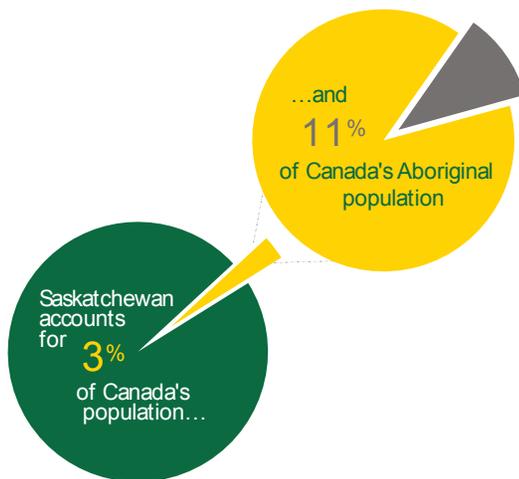
Through meaningful partnership and strategic action, the journey of transformative decolonization and reconciliation will enrich our research, scholarship and creative pursuits.

Embracing Indigenization will therefore require us to focus on 3 goals.

Empower Scholarship. Expand, connect, support and ensure the success of a vital community of engaged faculty, students and fellows who uplift Indigenization and support transformative reconciliation through their research, scholarship and creative pursuits.

Deepen Connections. Align and strengthen practices and supports to enable sustainable and inspiring research, scholarly and artistic partnerships with Indigenous communities.

Celebrate Contributions. Recognize and encourage scholars whose work is central to building meaningful research and creative collaborations with Indigenous communities.



Source. Statistics Canada, 'Projections of the Aboriginal population and households in Canada, 2011 to 2036' (2015).

Six guideposts will mark our journey toward Uplifting Indigenization.

- n Growth in the number of Indigenous faculty, fellows and students engaged in all dimensions of the university's research, scholarship and artistic endeavours.
- n Indigenous scholars increasingly occupy positions of leadership across academic units and within university administration.
- n Engagement of Indigenous communities in developing dedicated, accessible and sustainable policies, tools, learning opportunities and support systems aimed at strengthening and uplifting partnerships with Indigenous communities.
- n Growth in the number of faculty engaged in reciprocal, respectful, relational research partnerships with Indigenous communities.
- n Enhanced support for and recognition of (e.g. through tenure, promotion, merit and reward systems) the unique contributions of Indigenous faculty and students to all research, including Indigenous methodologies and collaborative and community-based research, and to the scholarly and creative life of the university and its communities.
- n Heightened recognition—both within the university and among community partners, funders and external collaborators—for globally distinguished leadership in Indigenous research, scholarship and artistic endeavours.

3

Invigorate Our Health Cluster

WE WILL UNLOCK THE CREATIVITY, INNOVATION AND COMMUNITY POTENTIAL OF INTERDISCIPLINARY HEALTH AND WELLNESS RESEARCH.

Elevating the performance of our health colleges and schools is one of our most pressing imperatives—and one of our greatest opportunities for transformational development.

This imperative is most consequential for our College of Medicine, which has latent potential to raise its scholarly standing and grow its contribution to university research income. Given the advantages we enjoy—infrastructure purpose-built for interdisciplinary health discovery, global distinction in infectious disease mitigation, unique biological imaging assets, leadership in community-engaged research, to name a few—our lagging performance vividly exposes unfulfilled promise.

Capitalizing on this promise will require three, mutually reinforcing efforts. First, our College of Medicine must clarify areas of focus, recruit outstanding clinician-scientists and

researchers to drive growth, and cultivate an environment to ensure sustainable productivity and success. Second, we must elevate research quality, output and impact across health sciences disciplines. Third, we must capitalize on our unmatched constellation of health colleges and schools by unlocking opportunities at the nexus of medical, social and environmental health and wellness; we have often speculated on the potential of our diverse health cluster, and now is the time to focus strengths, invest strategically and ambitiously deliver.

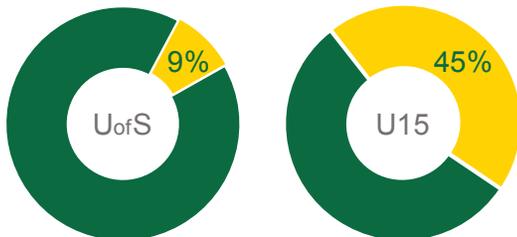
Invigorating our health cluster will therefore require us to focus on 3 goals.

Strengthen Disciplines. Identify areas of existing and emerging health and wellness research strength and elevate performance within and across health sciences disciplines through strategic investments in talent, research support and infrastructure.

Catalyze Culture. Foster interdisciplinary research collaborations to confront the convergent medical, social and environmental foundations of health and wellness.

Transform Communities. Unite faculty, students and community partners in addressing challenges and creating solutions that build on the distinguishing value of the university's integrated health and wellness cluster.

College of Medicine as a Share of Total Revenue



Source. Canadian Medical Education Statistics - Association of Faculties of Medicine of Canada (2016).

Six guideposts will mark our journey toward Invigorating Our Health Cluster.

- n Growth in the number of College of Medicine faculty with active, productive and nationally competitive research programmes.
- n Expanded research revenues and enhanced scholarly impact within the College of Medicine, specifically, and more broadly across all health sciences disciplines, colleges and schools.
- n New and durable research and scholarly collaborations across health colleges and emerging identity as an integrated health and wellness cluster.
- n Colleges, schools and institutes across the university increasingly engaged in interdisciplinary research collaborations inspired by the convergent medical, social and environmental determinants of health and wellness.
- n Attraction of faculty, students, partners and resources reinforces emerging global reputation as a unique, community-engaged, research-intensive health and wellness cluster.
- n Health and wellness research and innovation efforts increasingly shaped by community partnerships, priorities and opportunities in Saskatchewan, across Canada and throughout the world.

4

Embolden Our Strengths

WE WILL CULTIVATE AREAS OF EMERGING STRENGTH AND POTENTIAL WHILE AMPLIFYING SIGNATURE PRIORITIES.

This commitment hinges on two important strategic approaches. Firstly, strategic investment in our signature areas has arguably been the most propulsive driver of our research reputation, productivity and impact, and it is incumbent on all of us to maintain a strong commitment to the growth and global aspirations of our six signature areas.

To this end, we need to acknowledge and address unevenness in the development of our signature areas: some have flourished beyond expectations, while others have not yet gained sufficient traction. We must redouble our commitment to these priority areas, providing the sustained leadership needed to clarify their strategies, confirm and amplify their competitive advantages, and harness their distinguishing interdisciplinary potential on an international scale.

Secondly, we must remain strategically agile and open to new possibilities. Our future hinges on identifying and nurturing new or emerging areas of distinction, and we need to keep our ear to the ground—particularly through engagement of students, faculty and key stakeholders—to facilitate creative connections and ensure that promising opportunities surface.

Emboldening our strengths will therefore require us to focus on 3 goals.

Accelerate Performance. Elevate all signature areas to a global level of achievement and impact in research, innovation and community partnership.

Cultivate Opportunities. Identify and support emerging interdisciplinary clusters of distinguishing research, scholarship and creativity with the potential to advance discovery the world needs.

Diversify Linkages. Enable opportunities to build upon existing partnerships, internationalize research collaborations and stimulate interdisciplinary connections across our campus.

Our Signature Areas

Agriculture
Food and Bioproducts for a Sustainable Future

Energy and Mineral Resources
Technology and Public Policy for a Sustainable Environment

Indigenous Peoples
Engagement and Scholarship

Synchrotron Sciences
Innovation in Health, Environment and Advanced Technologies

One Health
Solutions at the Animal-Human-Environment Interface

Water Security
Stewardship of the World's Freshwater Resources

Six guideposts will mark our journey toward Emboldening Our Strengths.

- n All signature areas have a clear strategy to achieve and sustain global distinction, attract world-class faculty, fellows and graduate students, and secure substantial new resources through diverse channels and partnerships.
- n Growing number and diversity of faculty engaged in meaningful interdisciplinary collaborations across signature areas.
- n Expansion in the number and diversity of international research collaborations across signature areas.
- n Increasing number and breadth of academic units making strategic investments in people, infrastructure and programmes to amplify the impact, scale and diversity of signature areas.
- n Enhanced focus on identifying, validating and unlocking the potential of emerging areas of global distinction through strategic investments in interdisciplinary teams within and across colleges and schools.
- n Communities in Saskatchewan, across Canada and around the world increasingly engaged in identifying, shaping and fulfilling the social, economic and cultural value of our signature areas.

Chapter 3

Our Aspirations

Together, we will
unleash discovery
the world needs.

This is the University of Saskatchewan's moment. Our research productivity and impact have never been more distinguished. Our influence at national and global tables has never been more respected. Our commitment to Indigenization and decolonization will be transformative, illuminating pathways for reconciliation, helping to shape national dialogue on Indigenous-inspired research, and inspiring new, creative, scholarly and research partnerships. Our community

connections—locally, provincially, nationally and globally—increasingly amplify the purpose and relevance of our work.

It is this sense of urgent possibility that inspires the four aspirations against which we will measure our progress over the coming years. These aspirations reflect our model of research, scholarship and creative endeavour and amplify the spirit of optimism and discipline central to our work.

RELENTLESS DISCOVERY. Our per capita research revenues and scholarly output exceed the U15 average, and we are a highly competitive global destination for students and faculty.

BOLD INNOVATION. We are recognized as a leader in the commercialization and application of our research and scholarship, attracting a growing number of community and industry partnerships both locally and globally.

MEANINGFUL ENGAGEMENT. Indigenization and transformative decolonization leading to reconciliation have become hallmarks of our approach to scholarship and discovery—and diverse faculty, student and community connections animate

every facet of our research and creative enterprise.

PURPOSEFUL IMPACT. We are contributing meaningfully and measurably to social development, holistic wellbeing, cultural expression, ecological sustainability and economic prosperity in Saskatchewan, across Canada and around the world.

If we're successful, the University of Saskatchewan will be distinguished by institutional structures and supports that are unequalled in rewarding courageous leadership and supporting collaborative discovery. We will be strengthened by partnerships with Indigenous communities that uplift Indigenization and transformative decolonization leading to reconciliation in our research, scholarly and creative endeavours. We will be at the vanguard of community-engaged health and wellness research, innovation and impact. And we will be globally recognized for leadership in signature areas rooted in interdisciplinary excellence, community partnership and human, environmental and societal impact.

Working hard today
with the future in
mind. This is the
spirit of a
university
committed to
discovery the
world needs.

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY**

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

DATE OF MEETING: November 22, 2018

SUBJECT: **2019-20 Operations Forecast**

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

The planning and priorities committee (PPC) is responsible for providing advice to the president and provost on the budgetary implications of the university's annual request for funding to the Province of Saskatchewan, and for reporting to Council on the nature of its advice. The committee was consulted on the strategy and content of the 2019-20 Operations Forecast at its meetings on April 24, June 13, and September 19, 2018. The Provost also provided an update on the development of the document to Council on June 6, 2018. Feedback from PPC is provided in the attached memo.

The Board of Governors received the final version of the 2019-20 Operations Forecast for information at its meeting on October 10, 2018. The document has been submitted to the Ministry of Advanced Education, and provides the basis for conversations between the President's Executive Committee, the Minister of Advanced Education, Cabinet, and the Premier that will inform the development of the 2019-20 provincial budget.

ATTACHMENTS:

1. Memorandum on the 2019-20 Operations Forecast.
2. 2019-20 Operations Forecast (submissions from prior years are posted at: <http://www.usask.ca/ipa/resource-allocation-and-planning/operations-forecast.php>)



MEMORANDUM

TO: Peter Stoicheff, president
Tony Vannelli, provost and vice-president academic

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: October 5, 2018

RE: **2019-20 Operations Forecast**

As chair of the planning and priorities committee, I am pleased to provide the committee's perspective on the 2019-20 Operations Forecast. The committee engaged in discussions of the Operations Forecast at its meetings on April 24, June 13, and September 19, 2018. The comments in this memo are based on the review and discussion of the draft document and presentations received by the committee. I understand that the 2019-20 Operations Forecast will be submitted to the Board of Governors for approval at the October Board meeting.

The committee acknowledges that the university continues to be in a period of fiscal restraint after the 5.6% decrease in the provincial grant in 2017-18, coupled with the removal of \$20.0M from the province's allocation to the university. With the 0% reduction in the 2018/19 budget, coupled with the partial restoration of \$5.0M of the \$20.0M in funds withheld, the university is presently in a more fiscally stable situation and better able to address its budget deficit.

This year's Operations Forecast focuses on partnering with the province to realize the university's aspirational enrolment goals through innovative program development. The investment in quality programs and Indigenous students correspondingly matches the province's interest in economic growth and labour market needs. In considering the draft document, committee discussion focused on the potential enrolment growth, the opportunity for investment in innovation, particularly in the entrepreneurship of Indigenous students, and the importance of the university's reach of distributed education throughout the province, particularly in rural and northern communities.

The priority ask of the restoration of \$15.0M of the \$20.0M withheld in 2017-18, with the request that the province commit \$5.0M per year over the next three years, is linked affirmatively to the opportunity for reinvestment in quality programs that strengthen the province and the university. Overall, members supported the positive tone and the expression of partnership between the university and the province evoked in the document.

In summary, the committee is supportive of the direction and priorities emphasized in the 2019-20 Operations Forecast. The depictions of program growth, improving the student

2019-20 Operations Forecast

Page 2

experience, supporting Indigenous students, and the strategic directions of the university as expressed in the *University Plan* communicate a message of strength and focus to the province that the committee affirms.

On behalf of the planning and priorities committee,

A handwritten signature in blue ink, appearing to read 'Dirk de Boer', written in a cursive style.

Dirk de Boer, chair



Operations Forecast

2019/20 | USASK.CA



INTRODUCTION

What affects our world, affects our province. Challenges across the globe—from scarcity of food, water and energy, to pandemics and insufficient access to healthcare—remind us that universities are needed now more than ever. The opportunities, too, are vast, and play to the strengths of the University of Saskatchewan: the ability and drive to explore innovative ways to diversify economic growth, strengthen social structures, and find new ways for communities to thrive. As we continue to deliver on being the university Saskatchewan needs, we also are committed to being the university the world needs.

Connectivity, sustainability, diversity and creativity are foundational to our mission, vision and values, and form the foundation of our new University Plan. Our new plan, to be launched this fall, has three main commitments: Courageous Curiosity, Boundless Collaboration and Inspired Communities. These commitments will guide our priorities and decisions over the next seven years, and they align well with the goals the government has for the province. The government's Saskatchewan Plan for Growth – Vision 2020 and Beyond, highlighted the importance of education and its desire to capture the passion of our citizens to

innovate. We want to continue to work with you to arrive at solutions to the province's immediate and long-term challenges.

Over the last number of years, the amount of provincial funding we have received to carry out this critical work has been reduced. We have, as the people of Saskatchewan always have, found paths towards financial sustainability. We have kept a keen eye on our financials, ensuring appropriate reductions and new revenue enhancement plans to help us, and the government, meet the financial realities of the times, and limit negative impacts on the student experience.

None of what we do and accomplish can happen without the strong support of the Government of Saskatchewan and the Ministry of Advanced Education. The University of Saskatchewan is aligned with the province in achieving a shared vision for the benefit of the people of Saskatchewan. Supporting each other and working together is never more necessary than during the difficult economic times the province has experienced over the last few years. With our provincial economy growing stronger, we now have an opportunity to achieve even more together.

THE BACKGROUND

The University of Saskatchewan has been a key player in the province's growth and diversification for more than a century, and in helping the province take its place on the national and world stage. The agricultural and resource sectors have been the traditional economic engines of the province, but the economy needs to be even more diversified and innovative to meet new and emerging opportunities, to include Indigenous peoples, and to reshape the growth of existing sectors.

The University of Saskatchewan is prepared to take on this challenge and create the opportunities needed to lead to a more diversified provincial economy, building on our deep knowledge of the province, our research and innovation, and on our global competencies. While Saskatchewan's economy is becoming more knowledge intensive with 44 per cent of the available jobs in the province requiring the skills and knowledge that a university education provides, only 25 per cent of Saskatchewan's workforce has a university education, underscoring the critical importance we hold in the province. For many of today's high school students, the jobs they think that they want won't exist in 10 to 15 years. We want to work as partners with the province to ensure we have the programs and graduates that help grow and diversify the province's social fabric and future economy, and overcoming the province's, and the world's, biggest challenges.

With the 2018 Saskatchewan budget, we were encouraged that the government demonstrated confidence in the advanced education sector, and we appreciate your continuing commitment to post-secondary education and to the University of

Saskatchewan. We know the government is committed to this university and the value our world-ready graduates and research provide to the province, its people and its economy. We also understand the province continues to work through a deficit situation—we are significant stakeholders in Saskatchewan's growth and success, and we have stepped up to do our part during difficult economic times.

Through the budget challenges of recent years in which we have managed through almost \$90 million in funding reductions, we have demonstrated a strong record of fiscal management. The University of Saskatchewan recently earned an AA2 credit rating by Moody's, which places it as tied for the highest among Canadian universities. This is a key indicator of university's excellent financial management and it being in a sound financial situation.

Even with our fiscal constraints, we continue to make strategic investments to best position the university and the province for the future in key areas such as Indigenization, targeted enrolment growth, enhanced research, internationalization, program expansions and new program development. We have reduced expenditures in many areas, and revamped many academic programs to ensure they remain relevant and in demand by today's, and tomorrow's, students.

As the University of Saskatchewan sets our strategic direction and aspirations for the next several years with the upcoming launch of our new University Plan this fall, we are looking at a multi-pronged approach to long-term funding—government grants, tuition management and enrollment growth, research funding, and a major comprehensive campaign to boost philanthropic support.

2019/20 FUNDING PRIORITIES

Beginning in 2015/16, \$20 million was withheld from our annual unrestricted budget allocation. We are very grateful for the initial partial restoration of \$5 million in the 2018 provincial budget, and we know there is so much more we can accomplish to position the province strongly for the future if the remaining \$15 million were to be restored to our unrestricted Operating Grant.

Our priority ask is this: That the government restores the remaining \$15 million outstanding from our Operating Grant with a commitment of \$5 million per year over the next three years, allowing us to plan and invest in several critical programs—engineering, computer science, biomedical science and experiential learning, along with enhancements to our Indigenization efforts, expansions to our graduate programs, and continued implementation of our international blueprint for growth. Why are these critical? Because the demand and the needs for these programs are real. Computer science, biomedical science and engineering are in very high-demand, as is real-world experiential and global learning to supplement the classroom and lab for today's students.

Increased numbers of Indigenous students strengthen the province, as do more international and graduate students,

and greater numbers of Saskatchewan students coming back from international learning experiences with enhanced global competencies. We are highly confident that if we jointly invest in these areas now, in a very short time the province will have those graduates join the Saskatchewan workforce, contributing to a more diverse, stronger economy.

A three-year funding commitment to restore the \$15 million will facilitate multi-year financial planning, while also allowing continued mitigation of projected University deficits.

In summary, our priority ask is for 2019/20 is the restoration of the remaining \$15 million to the unrestricted Operating Grant with a three-year funding commitment of \$5 million per year, allowing investment in several high-return, high-demand programs to meet the demands of the provincial labour market, and enhancing student access, diversity and global competencies.

The 2019/20 Operations Forecast funding priorities are detailed on the following pages in the categories of Operating Grant Funding, Targeted Funding and Capital Funding. Supporting financial schedules follow as appendices.

Category 1

OPERATING GRANT FUNDING

Meeting the Demands of the Provincial Labour Market

With this \$15 million restored (over three years), we will have the funding required to expand and bolster programming in the following areas, addressing critical demands of the provincial labour market (all contributing to a 3,000-student increase to an overall enrolment of 28,000 by 2025):

Computer science: Demand for computer science graduates continues to grow rapidly here in Saskatchewan. The College of Arts and Science will adopt a suite of strategies designed to boost enrolment through industry-aligned computer science program offerings, such as artificial intelligence and machine learning, and both the attraction of new students and the retention of existing students, to meet this demand.

College of Engineering: The college's goal is to increase total enrolment significantly over the next five years, including adding new programs in energy engineering, bio-tech engineering (with biomedical sciences), and accredited software engineering (with computer science), meeting the growing demand for engineers in Saskatchewan. To ensure maximum employment outcomes, the college will establish an engineering employment centre and internships that align with accredited co-operative education programs and provide career services for engineering students, alumni and industry contacts.

Biomedical sciences: The College of Medicine, in partnership with the College of Arts and Science, is establishing a more innovative, experiential, student-centred, multi-disciplinary experience of undergraduate biomedical training, attracting more students from inside Saskatchewan and across Canada, increasing enrolment and skilled graduates. Funding this training approach provides students with improved opportunities for employment or pursuing further training in research, bio-tech engineering or in professional health programs, strengthening innovation and skills in the province's health sector.

Internships and co-ops: Students are seeking work-integrated learning opportunities, and are increasingly choosing universities based on these types of offerings. The funding will enable us to enhance and expand internships and co-op programming across many colleges, meeting student expectations (directly supporting our planned enrolment growth), ensuring they are career ready, post-graduation, and better engaged with Saskatchewan businesses and industry.

Learning outcomes education as a driver: A key differentiator we will achieve in the next five years is to move our entire curriculum to be "learning outcomes based." Given the large number of professional programs that mandate learning outcomes and graduate attributes, the University of Saskatchewan is at a very high level required in this training. Our largest college, arts and science, has moved to this enhanced model. We will move to have the remaining curriculum redefined in this manner. This assures that the quality and expectations of our program remain at the highest level.

Access, Diversity and Global Competencies

The restoration of the \$15 million in funding over three years will also further work we have done related to Indigenous engagement, student success, and graduate student growth, and support the full implementation of our International blueprint for action.

Indigenization: We remain committed to being the best place we can be for Indigenous students in Saskatchewan and, ultimately, Canada. In the past year, our Indigenization strategies have resulted in acquiring a “gateway to the north campus” in Prince Albert through the purchase of the former Forrest Centre property from CIC, committing to embedding Indigenous content in all programs, and growing enrolment in “learn where you live” programs, among other initiatives. Restored funding is paramount to the university’s ability to develop and implement strategies and programs so that Indigenous students recognize their own culture in the places they study and the subjects they study. This also fits well with the province’s goal to support Indigenous communities and families across our province. At the University of Saskatchewan, there has been a 28 per cent increase in Indigenous students over the past five years, with 384 Indigenous students graduating at spring convocation, the highest number yet. We are projecting a growth in enrolment of Indigenous students of 23 per cent by 2025, to almost 4,000 enrolled.

Internationalization: We recognize that internationalization will improve the quality of teaching, learning and discovery at our institution. We also recognize this will be facilitated by internationalizing learning experiences, diversifying our university community, strengthening our global impact through discovery, and growing our global citizenship and international community service. Our students must be globally competent and prepared for our vast and changing world. They must be able to experience, appreciate and understand varying cultures, and communicate effectively in different settings and environments. For many, these international experiences will be life-changing. The university’s international blueprint for action includes a goal of increasing the number of students heading abroad for studies by 35 per cent over the next five years. Also, we plan on investing in significant increases in our international student recruitment and retention efforts. Almost 3,000 students from more than 100 countries were enrolled during this past year. We are planning for an almost 40 per cent increase in international student enrolment by 2025. Major opportunities for growth include Mexico, China and Nigeria.

Graduate Studies: Our graduate programming is an area that presents great opportunity for growth. Our diverse program offerings, matched with some of the best research facilities and faculty in Canada, makes the University of Saskatchewan a talent magnet for graduate students. As our enrolment numbers grow in this area—more than 4,000 in 2016-17—we attract more students from out of province and across the world.

Category 2

TARGETED FUNDING

College of Medicine funding (with Ministry of Health)

Continued funding for the College of Medicine is critical to our ability to maintain the strong accredited medical school that Saskatchewan requires. We are grateful to the government for restoring the funding essential to our success in the 2018 provincial budget. This financial commitment sent a strong signal of support to, not only the University of Saskatchewan and the College of Medicine, but also the people of Saskatchewan. This support is necessary for us to deliver the high-quality medical education, doctors and research that is vital to the province's health-care system.

Based on the recently completed work with the Ministry of Advanced Education and the Ministry of Health on the College of Medicine funding alignment review, this 2019/20 request is also aligned with the College of Medicine's strategic plan and its ongoing transformation, and is critical to ensure long-term accreditation. The College of Medicine is requesting additional funding to support four important initiatives in 2019/20: Postgraduate Medical Education (PGME), increased medical faculty participation in the academic mission; supports for Indigenous health curriculum development and research; and enhancements to simulation and distributed medical education. For the above initiatives, the College of Medicine is requesting total incremental funding in the amount of \$6.868M, with that request being divided as follows:

Requested of the Ministry of Advanced Education: \$0.433M
Requested of the Ministry of Health: \$6.435M

WCVM Funding

Incremental investments are required for the Doctor of Veterinary Medicine (DVM) program. This is primarily due to increasing teaching and caseloads (emergency care, vet biomedical sciences, additional specialties) for our faculty, as well as increased demand for simulation programs, veterinary social work, admissions and student services.

Incremental funding required for the Western College of Veterinary Medicine:

- Interprovincial agreement revenue: two per cent increase for each of 2019/20, 2020/21 and 2021/22.
- Incremental increase under interprovincial requirement (ongoing): \$1.95 million in 2019/20 for the DVM program (\$520K is the province's share of the funding).

The planned 2020 withdrawal of the Province of Alberta from the longstanding interprovincial agreement to share in the costs of the WCVM will reduce annual funding by just under \$9 million by 2023/24. The University of Saskatchewan and the WCVM are actively working with its stakeholders to explore all options (both revenues and expenses) to mitigate this significant reduction in funding and look forward to continued support from the province in mapping out the future of the WCVM.

Category 3

CAPITAL FUNDING

Engineering/Technology/Applied Sciences

Strongly linked to the critical expansion and growth of our engineering and applied sciences programs, we are forecasting the need for a renewal of our engineering/technology/applied science building. The new facility would facilitate innovative and interactive teaching and technology, and allow for new collaborations with and between industry and research. The facility would also be home to a number of new programs, such as a School of Architecture, for example.

The creation of a new home for engineering/applied sciences/technology would be partially funded through a combination of private philanthropic, corporate and public support. Our stakeholders, through a recent campaign capacity study, have indicated that this is a top priority for them, and that they would support it.

Initial plans indicate the required capital investment building at approximately \$300 million. We are committing to fundraising \$100 million, and are proposing a matching capital investment of \$100 million from the Province of Saskatchewan. We are confident the shared \$200 million commitment from the university and the province will secure matching federal funding to bring the total to the required \$300 million to construct the new and much-needed facility.

REMAINING FUNDING PRIORITIES

Health Sciences Building and CERC Water – Previously Committed Funding

We look forward to continued discussions with the government over remaining funds, commitment to which has been recently reaffirmed by government, for the Health Sciences Building construction and the CERC in Water Security.

- \$21.1 million remains unpaid from the province's commitment to the capital costs of the Health Sciences Building.
- \$4.675 million remains unpaid from the province's original \$10-million commitment for CERC in Water Security.

FUTURE CONSIDERATIONS

Outside of this 2019/20 Operations Forecast, there are several future initiatives currently in the exploration phase, being developed to ensure the province and the university capitalize on major opportunities to build the province's innovation capabilities, maintain and expand academic programming, and further strengthen the provincial economy. For the province's planning purposes, we have highlighted two major areas for consideration as future investment and funding possibilities beyond 2019/20.

School of Architecture and Visual Arts: A proposed School of Architecture and Visual Arts (SAVA) would provide new career opportunities to Saskatchewan students, and it will help provide another opportunity for economic diversification by assisting in the development and growth of the design industry in Saskatchewan. As importantly, it will allow the province to be designed and built by the people of Saskatchewan. Moving ahead with the proposed engineering/technology/applied sciences building can provide an ideal and cost-effective home for this new program.

Innovation Place: We firmly believe in the concept of creating an "innovation corridor" on the shared lands of Innovation Place and the University of Saskatchewan, leveraging our existing university research infrastructure and the Innovation Place facilities. Inviting other post-secondary institutions to co-locate within this "corridor" could further enhance innovation and collaboration, and provide real dollar savings of hundreds of millions of dollars to the province.

SUMMARY

The details of our Operations Forecast are diverse, but what they have in common is significant: they meet the needs of the people of the province, provide new and expanded supports, pathways, opportunities and programs for students, support an innovation agenda, and address emerging labour market demands. All of this will be undertaken with a clear view to sound fiscal management, with increasing efficiency of operations, investments in our priorities, and the growth and diversification of our revenue streams. But none of this happens without the strong support of the Government of Saskatchewan and the Ministry of Advanced Education. We are partners in achieving this shared vision for the benefit of the people of Saskatchewan. As has always been the case, together, we ensure that the Saskatchewan is better today than it was yesterday and stronger tomorrow than it is today.

APPENDIX

The following appendices provide initial financial summaries, as requested for Operational Forecast purposes. Additional projections and detailed financial forecasts will be provided between now and fall 2018, as additional financial details are finalized.

Appendix 1: Request for Funding

	2018/19	2019/20	2020/21	2021/22
Total operating grant	317,461,700	317,461,700	330,012,274	338,988,622
restoration to the base		5,000,000	5,000,000	5,000,000
increase to base grant (0%, 1%, 2%)		0	3,300,123	6,779,772
WCVI Interprovincial Agreement adjustment (note 1)		520,000	0	0
WCVI contractual increase (2%, 2%, 2%)		162,574	176,225	179,750
increase to College of Medicine (note 2)		6,868,000	500,000	500,000
		330,012,274	338,988,622	351,448,145
Supplementary facilities	13,820,000	13,528,999	12,683,995	11,910,262
Saskatchewan Innovation and Opportunity Scholarships	1,243,400	1,243,400	1,243,400	1,243,400
Preventative maintenance (note 3)	13,226,000	13,517,001	14,362,005	15,135,738
Capital Projects (note 4)	0	0		0
Applied Sciences/Engineering			100,000,000	
	345,751,100	358,301,674	467,278,022	379,737,545

Note 1: the WCVI Interprovincial Agreement is open for negotiation. WCVI is requesting an increase in the contract of \$1.95M. The Province of Saskatchewan share of this increase would be \$520,000. The current agreement includes a 2% escalation clause which is over and above this anticipated increase in the base agreement.

Note 2: subject to discussions with the Ministries of Advanced Education and Health per the terms identified in the 2018/19 funding letter from Advanced Education and overall College of Medicine funding alignment.

Note 3: PMR request has been increased in an amount equal to the decrease in funding requested for supplementary facilities.

Note 4: subject to separate discussions with the Ministry of Advanced Education.

Appendix 2: Request for Release of Deferred Funding

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	Total
Special Initiatives							
CERC Water Security	0	935,000	935,000	935,000	935,000	935,000	4,675,000
Capital Projects							
Health Sciences capital costs	0	4,220,000	4,220,000	4,220,000	4,220,000	4,220,000	21,100,000
Health Sciences interest	0	240,000	425,000	385,000	256,000	128,000	1,434,000
	0	4,460,000	4,645,000	4,605,000	4,476,000	4,348,000	22,534,000

Appendix 3: Status Quo Forecast

Figures in thousands of \$	Preliminary Forecast			
	2018/19 Total	2019/20 Total	2020/21 Total	2021/22 Total
Inflows				
Advanced Education Funding Letter	345,751	358,302	467,278	379,738
All Other Grants & Contracts	292,220	293,449	299,778	313,052
Tuition & Student Fees	153,937	164,889	179,021	193,053
Investment Income	42,567	44,603	45,872	47,734
Gifts and Grants	25,308	31,381	32,062	32,735
All Other Inflows	120,819	124,100	126,793	129,456
Total Inflows	980,602	1,016,724	1,150,804	1,095,768
Outflows				
Salary & Benefits	578,525	593,365	602,500	613,786
Interest Expense	7,816	7,370	6,986	6,586
Scholarships & Bursaries	46,732	48,039	49,082	50,112
Capital Expenditures	113,108	128,137	199,539	83,874
Principal Payment on Debt	11,316	11,506	11,137	10,821
Pension Special Payment	6,780	6,883	7,056	7,248
Internal Fee For Service Recoveries	(41,399)	(46,777)	(47,792)	(48,796)
All Other Outflows	305,149	307,422	314,093	320,689
Total Outflows	1,028,027	1,055,945	1,142,601	1,044,320
Excess (Deficiency) of Inflows over Outflows	(47,425)	(39,221)	8,203	51,448

This document is prepared on a funds flow basis, is not prepared in accordance with GAAP, and therefore is not comparable to the annual audited financial statements.

Appendix 4: 2018/19 Budget

Figures in thousands of \$	2018/19 Budget							Total
	Operating	Ancillary	Student Financial Aid	Research	Capital	Endowment	Subsidiaries	
Inflows								
Advanced Education Funding Letter	317,462	-	1,243	-	27,046	-	-	345,751
All Other Grants & Contracts	111,699	100	243	168,395	2,229	-	9,554	292,220
Tuition & Student Fees	153,937	-	-	-	-	-	-	153,937
Investment Income	18,996	10	7,334	6,507	2,144	7,282	294	42,567
Gifts and Grants	2,346	-	4,876	7,301	4,225	6,576	(16)	25,308
Debt Proceeds	-	-	-	-	-	-	-	-
All Other Inflows	57,010	63,013	364	178	-	78	176	120,819
Total Inflows	661,450	63,123	14,060	182,381	35,644	13,936	10,008	980,602
Outflows								
Salary & Benefits	482,406	11,399	1,500	63,942	-	-	19,278	578,525
Interest Expense	-	-	-	-	7,811	-	5	7,816
Scholarships & Bursaries	4,255	-	24,319	18,158	-	-	-	46,732
Capital Expenditures	11,767	2,901	11	11,506	86,923	-	-	113,108
Principal Payment on Debt	-	-	-	-	11,316	-	-	11,316
Contribution to Sinking Fund	-	-	-	-	-	-	-	-
Pension Special Payment	6,780	-	-	-	-	-	-	6,780
Internal Fee For Service Paid	(57,832)	(4,282)	-	20,715	-	-	-	(41,399)
All Other Outflows	215,336	35,647	414	63,858	-	9	(10,115)	305,149
Total Outflows	662,712	45,665	26,244	178,179	106,050	9	9,168	1,028,027
Excess (Deficiency) of Inflows over Outflows	(1,262)	17,458	(12,184)	4,202	(70,406)	13,927	840	(47,425)
Planned Interfund Transfers	(42,396)	(15,288)	13,838	11,075	28,173	4,598	-	-
Net Change in Fund Balance	(43,658)	2,170	1,654	15,277	(42,233)	18,525	840	(47,425)

Appendix 5: Fund Balance Information

Figures in thousands of \$

	Preliminary Forecast				
	2017/18 Total	2018/19 Total	2019/20 Total	2020/21 Total	2021/22 Total
Unrestricted net assets	(42,892)				
Internally restricted net assets	236,875				
Total	193,983	0	0	0	0
General Fund					
Externally restricted projects	60,243				
Internal designated projects	10,597				
Total designated funds	70,840				
Financial reserves	2,595				
Total	73,435				
Research Fund	32,445				
Student Financial Aid Fund	11,080				
Capital Fund	28,208				
Endowment Fund	48,815				
	193,983				

Projects with a balance greater than \$1M as at April 30, 2018

Agriculture and Bioresources					
AgBio Academic & CRC Support	116862	1,935,745.72			
O'head Res Contracts	103309	1,825,864.62			
Plant Sci/CDC Gen Rev	103383	1,467,532.34			
Arts & Science					
Arts and Sciences	101032	(1,013,268.74)			
Medicine					
Medicine Tuition Revenue	111622	2,891,915.39			
Clinical Services Fund - PGME	101748	1,689,401.79			
Internal Medicine	110395	1,684,211.03			
Undergrad Medical Education (UGME)	117168	1,583,952.19			
Distributed Medical Education (DME)	117169	1,522,142.51			
Med - Information Technology Unit	116948	1,432,155.33			
Family Medicine - Operations	110393	1,324,427.21			
CSF - Part-Time Teaching	101773	(1,375,388.76)			
Medicine	101133	(19,142,751.78)			
Contingency - Medicine	107334	(18,116,162.65)			
Nursing					
Risk Reserves Nursing	116921	4,208,623.69			
Western College of Veterinary Medicine					
Small Animal Clinic - VMC	110469	3,867,747.44			
Field Service - VMC	110471	2,264,841.92			
Risk Reserve - WCVM	107335	1,144,534.01			
Veterinary Medical Centre	101786	(2,410,022.65)			
Large Animal Clinic - VMC	110470	(2,198,404.77)			
Library					
Acquisitions	101130	7,994,682.04			
VP Research					
VIDO Core Funding	101925	10,222,849.45			
UofS - Intervac Pre-Opening Costs	108478	5,307,282.98			
VIDO Capital	103664	1,967,628.32			
OVP Research Priority Fund	111780	1,332,572.37			
Vice-President Research	101196	1,150,004.40			
Provost and VP Academic					
ACAD Priorities Fund	100150	11,408,823.86			
Centennial Enhancement Chair Progm	115833	1,053,265.08			
SiI Project Loan	111580	(2,657,569.18)			
VP University Relations					
University Relations	101184	(1,240,140.57)			
VP Finance and Resources					
Employee Benefits Target Funds	107415	2,050,497.79			
Campus Software	101171	1,950,297.49			
Campus Network and Servers	106256	1,036,742.83			
Telephone Utility	100136	1,100,309.27			
Facilities Mgmt Div Contingency	107348	(4,834,231.93)			
West Winds Primary Hlth Centre Loan	200064	(3,877,478.34)			
Consumer Service Contingency	200062	(2,649,706.46)			
Marquis Phase 2 Loan Stage 1 & 2	200065	(2,581,839.77)			
P&R-Office of AVP People & Resource	118085	(1,450,936.82)			
Marquis Phase 2 Loan Stages 3 & 4	200068	(1,100,524.30)			
Health Sciences Bldg Internal Loan	117611	(21,000,000.00)			
CSRB Internal Loan Fund	117605	(19,000,000.00)			
Operating Reserve	107319	(12,404,676.03)			
Coll Qtr UG Res Ph2 Internal Loan	200066	(7,417,253.77)			
Vienna Property	200059	(6,554,873.18)			
Total general funds > \$1m per project surplus or deficit		(55,607,178.63)			

Research Fund		
Continuous Research (Warkentin, T)	400408	1,298,118.66
Spring Wheat Royalty	405012	2,041,092.34
CERC - Provincial	411145	(4,473,862.40)
CDC - Lentil Royalty	416448	1,590,253.48
Med - Start-Up Funding	418855	1,039,036.80
Total research funds > \$1m per project surplus or deficit		1,494,638.88
Student Financial Aid Fund		
Dean's Scholarship Awards - Grad St	501310	3,485,781.92
Guaranteed Entrance Award Program	501369	(2,024,402.30)
WCVM Grad Stdt Schsp/Fellshp Awards	502445	3,098,830.21
Total student financial aid funds > \$1m per project surplus or deficit		4,560,209.83
Capital Fund		
VMC Equip Life Cycle Replacement	803355	1,169,684.31
Plant Sciences Equipment Fund	803373	5,638,992.80
Agriculture Greenhouse Renewal	803374	1,078,894.26
Nurs-Capital Equipment Reserve Fund	803382	1,129,915.06
2012 - 2013 Capital Borrowing	802870	(15,535,327.18)
FMD - Health Sciences A Wing Reno	803277	(1,975,958.30)
FMD-Student Hlth & Conselling Ctr	802319	(1,579,011.15)
FMD-Livestock & Forage Ctr of Excel	803255	(2,117,956.62)
College Quarter Ice Facility	803326	(9,934,144.57)
Library Renovation Project-Phase 3	802790	2,989,063.81
Library Facility Renewal	802994	1,864,469.96
College Quarter Development	803329	9,105,968.19
Controlled Env Facility Cap Fund	803342	1,390,000.00
FMD-Infrastructure Development Fund	803346	1,484,006.37
FMD - Infrastructure Renewal Fund	803347	2,989,138.36
FMD - Campus Sustainability Fund	803348	1,309,571.48
WCVM Oncology Centre of Excellence	803353	1,737,630.86
Research Farm Expansion-Land Dev't	803372	2,049,186.80
Edwards Capital Renovations	803378	1,167,035.85
Bond 2018-2058 Transactions	803671	1,524,953.93
FMD-RenewUS Targeted Funding	803072	17,983,838.15
SPO-1061 Central Ave Prince Albert	803664	(5,803,837.47)
Total capital funds > \$1m per project surplus or deficit		17,666,114.90
Endowment Fund		
Agric Endow Trust	600011	4,501,790.64
Chancellors & Pres	600084	12,304,847.39
Engineering Dean's	600151	1,301,898.57
Greystone Heritage	600586	4,444,766.88
Kernen Foundation	600588	2,044,951.07
Library-Main Endow	600593	1,282,551.61
John R. McIntosh Estate	600623	1,870,517.97
COM Clinical Support & Research	600625	1,576,703.25
Centennial Chair Fund Endowment	600693	11,769,513.89
Carl John Nelson Trust Fund	600723	1,055,193.26
Total endowment funds > \$1m per project surplus or deficit		42,152,734.53