

**AGENDA**  
**2:30 p.m. Thursday, October 25, 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 24<sup>th</sup> year of the representative Council.*

*As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.*

1. Adoption of the agenda
2. Opening remarks
3. Approval of Minutes of the meeting of September 20, 2018
4. Business Arising from the Minutes
5. Report of the President
6. Report of the Provost
7. Report of the Vice-president Research
8. Student Societies
  - 8.1 Report from the USSU
  - 8.2 Report from the GSA
9. Teaching, Learning and Academic Resources Committee
  - 9.1 Request for Decision: Approval of the Learning Charter

*It is recommended that Council approve the revised Learning Charter.*

10. Nominations Committee
  - 10.1 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.*

- 10.2 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.*

11. Governance Committee

- 11.1 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.*

- 11.2 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.*

- 11.3 Notice of Motion: 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. Academic Programs Committee

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

- 12.2 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*

- 12.3 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*

- 12.4 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*

- 12.5 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.*

13. Planning and Priorities Committee

- 13.1 *tentative (pending Board approval)* - Report for Information: Revisions to Tuition and Fees Authorization Policy

14. Other business

15. Question period

16. Adjournment

*Next meeting November 22, 2018 – Please send regrets to [Katelyn.wells@usask.ca](mailto:Katelyn.wells@usask.ca)  
Deadline for submission of motions to the coordinating committee: November 5, 2018.*





**Minutes of University Council**  
**2:30 p.m., Thursday, September 20, 2018**  
**Arts Building Room 241 Neatby-Timlin Theatre**

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

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

Patti McDougall, vice-provost, teaching, learning and student experience delivered a memorial tribute to honour Professor Jim Greer, senior strategist for learning analytics and professor of Computer Science.

1. Adoption of the agenda

URQUHART/DOBSON: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

The acting chair welcomed all present to a new academic year at University Council and noted the procedures for discussion and debate, indicating that questions not directly related to agenda topics may be asked during Question Period. She reported the topics discussed at the most recent meeting of Council chairs with members of the president's executive committee centred on the public launch of the new *University Plan* and the development of the four university-wide functional plans that will support the plan. The recent reports of allegations of sexual misconduct at the University of Manitoba also prompted discussion of the university's own approach to faculty conduct. Concluding her remarks, she acknowledged the departure of Sandra Calver, associate secretary, academic governance and noted her long and exemplary service within the Office of the University Secretary in support of Council.

3. Approval of Minutes of the meeting of June 21, 2018

DOBSON/DE BOER: That the June 21, 2018 Council minutes be approved as circulated.

CARRIED

4. Business from the minutes

The chair called on Tony Vannelli, provost and vice-president academic to respond to the question under business arising of the potential partnership between the university and the Saskatoon Tribal Council and how this might affect the university contracting with Indigenous companies.

Provost Vannelli reported that meetings are occurring with Saskatoon Tribal Council (STC) Chief Mark Arcand about collaborative opportunities and partnerships, such as the recently announced youth athlete training program established between STC, Huskie Athletics, and the College of Kinesiology. The Chief and members of Mistawasis First Nation, who are a part of STC, have also met with President Peter Stoicheff to talk about the possibility of working together with various

colleges. Discussion about potential partnerships with Mistawasis First Nation will occur at the Deans' Council meeting in October.

Richard LeBlanc, director, Enterprise Procurement, People and Resources, has initiated a process to explore the possibility of the university procuring services from Indigenously-owned businesses, similar to the strategy undertaken by other sectors of government and public organizations. A small team has been established to conduct an external scan and develop the outline of a potential policy or strategy, with the goal of having either a new policy or an amendment to the existing procurement policy in place by September 2019.

Provost Vannelli also reported on the consultation planned to develop university's Indigenous strategy, which includes meetings of deans and executive directors of colleges and schools with Jacqueline Ottmann, vice-provost Indigenous engagement, to discuss Indigenous and Reconciliation initiatives. The tunnel project will be a mural painted in the tunnel connecting the Gordon Oakes Red Bear Student Centre to the Health Sciences Building and will portray the historical involvement and contribution of Indigenous peoples with the university.

#### 5. Report of the President

President Stoicheff reported on the Building Reconciliation Forum named *māmowi āsohtētān* "Let's Cross This Together" held on September 18 and thanked those who organized the event, noting the university has shown leadership in its Reconciliation efforts. The *University Plan* has been approved by Council, Senate, and the Board of Governors and gifted with the title *Nīkānītān manācihitowinihk | Ni manachīhitoonaan* – "Let us lead with respect" by Indigenous language-keepers.

President Stoicheff recalled to Council the many ways in which the university continues to demonstrate visionary progress through innovative programming and research despite financial pressures. Discussions continue with the provincial government about the provincial operating grant and the 2019-20 Operations Forecast. Members of the U15 have made budget submissions at the federal level emphasizing research, student support, and student mobility. The federal Liberal party caucus met in Saskatoon September 11 – 13. The president reported meeting with three federal ministers, including the Honourable Kirsty Duncan, Minister of Science. Discussion included her hopes to see the Athena SWAN (Scientific Women's Academic Network) Charter adopted across Canada.

#### 6. Report of the Provost

Provost Tony Vannelli recalled to Council that he was now a "sophomore" provost in his second year. He indicated that as provost he has the privilege of "walking the ground" with students, faculty, staff, the president and other vice-presidents, and that he has come to understand the culture and heart and soul of the university. The university has the opportunity for revitalization before it and Provost Vannelli indicated he would bring the goals and directions envisioned based on the blueprint of the university plan to Council in October. Although revitalization in the face of budget challenges is daunting, he emphasized there is also much opportunity.

As the university prepares to submit the 2019-20 Operations Forecast, communications with the province emphasize that the relationship between the university and the province is a partnership. The university's message also focuses on what the university means to the province in its provision of training to undergraduate and graduate students. Students must have clear

learning outcomes and deliverables that include work study placements and skills that enable students to be flexible as they pursue future careers and study.

## 7. Student Societies

### 7.1 Report from the USSU

Sheldon Moellenbeck, vice president academic of the University of Saskatchewan Students' Union (USSU), presented the USSU report. He indicated the USSU executive is looking forward to the election of a new USSU president, and that the student executive continues to represent undergraduate students during this time of transition.

Mr. Moellenbeck outlined numerous events, initiatives, and campaigns the USSU is involved with, including revising the Campus Group Policy, holding face-to-face sessions in all of the college buildings to make the USSU executive more accessible and visible, and holding a Know-Your-Rights campaign to empower students with knowledge about their rights and responsibilities as students.

### 7.2 Report from the GSA

Naheda Sahtout, president of the Graduate Students' Association (GSA) presented the GSA report. Ms. Sahtout emphasized that graduate students serve as teachers, researchers, and mentors and have an integral role within the university.

Ms. Sahtout advocated for the use of the Student-Supervisor Agreement (SSA) to support graduate students and supervisors in having open communication. The goal of the GSA is to create a culture of success and opportunity for graduate students. A new collaborative project undertaken by the GSA, College of Graduate and Postdoctoral Studies (CGPS), and the Gwenna Moss Centre for Teaching and Learning is the development of a tool designed to provide guidance to faculty in the early stages of their on being a successful supervisor.

## 8. Joint Committee on Chairs and Professorships

Jim Germida, chair of the joint committee on chairs and professorships (JCCP) and vice-provost faculty relations presented the committee reports to Council.

### 8.1 Request for Decision – Edwards Enhancement Chair in Business

Vice-provost Germida indicated the Edwards Enhancement Chair in Business assist with the recruitment and retention of scholars in the Edwards School of Business and was developed in consultation with the University of Saskatchewan Faculty Association (USFA) through the Joint Committee on the Management of the Agreement (JCMA).

DE BOER/BRUNI-BOSSIO: That Council approve the Edwards Enhancement Chair in Business and recommend to the Board of Governors that the Board authorize the establishment of this chair.

CARRIED

### 8.2 Request for Decision – Nutrien Chair in Clinical Research

Vice-provost Germida indicated the Nutrien Chair is made possible from a contribution from the Royal University Hospital (RUH) and funding from the COM.

SMITH/DE BOER: That Council approve the Nutrien Chair in Clinical Research and recommend to the Board of Governors that the Board authorize the establishment of this chair.

CARRIED

9. Nominations Committee

Pamela Downe, chair of the nominations committee, presented the committee reports to Council with the exception of item 9.1. For this item, Professor Downe declared a conflict of interest and Stephen Urquhart, committee vice-chair, presented the report to Council.

The chair called three times for nominations from the floor for each nomination. There were none.

9.1 Request for decision: Nomination to the Promotions Appeal Panel

URQUHART/DOBSON: That Council approve the nomination of Jim Waldram, Department of Archaeology and Anthropology to the promotions appeal panel effective immediately and continuing until June 30, 2021.

CARRIED

9.2 Request for decision: Nomination to the University Review Committee

DOWNE/URQUHART: That Council approve the nomination of Marcel D'Eon, Department of Community Health and Epidemiology, to serve on the university review committee effective immediately and continuing until June 30, 2020.

CARRIED

9.3 Request for decision: Nominations to the International Activities Committee

DOWNE/URQUHART: That Council approve the nomination of Carol Henry, College of Pharmacy and Nutrition, to the international activities committee effective immediately and continuing until June 30, 2021, and that Paul Orłowski, Department of Educational Foundations, be appointed as committee chair, effective immediately and continuing until June 30, 2019.

CARRIED

9.4 Request for decision: Appointment of Acting Vice-Chair of Council

DOWNE/URQUHART: That Council approve the reappointment of Roy Dobson, College of Pharmacy and Nutrition as acting vice-chair of Council effective immediately and continuing until an acting vice-chair is no longer required or June 30, 2019, whichever comes first.

CARRIED

9.5 Request for decision: Nomination to the Search Committee for the Dean, College of Graduate and Postdoctoral Studies

DOWNE/URQUHART: That Council approve the appointment of Elizabeth Snead, associate dean (research and graduate studies), Western College of Veterinary Medicine, as the senior



administrator selected by Council to serve on the search committee for the dean, College of Graduate and Postdoctoral Studies.

CARRIED

9.6 Request for decision: Nomination to the Search Committee for the Dean, College of Agriculture and Bioresources

DOWNE/URQUHART: That Council approve the appointment of Petros Papagerakis, associate dean (research) of the College of Dentistry, as the senior administrator selected by Council to serve on the search committee for the dean, College of Agriculture and Bioresources.

CARRIED

9.7 Request for decision: Nomination to the Search Committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy

DOWNE/URQUHART: That Council approve the appointment of Gordon DesBrisay, vice-dean academic, College of Arts and Science, as the senior administrator selected by Council to serve on the search committee for the executive director of the Johnson-Shoyama Graduate School of Public Policy.

CARRIED

9.8 Request for decision: Nominations to the Search Committee for the Vice-President Research

DOWNE/URQUHART:

(1) That Council approve the appointment of the following GAA members to the search committee for the vice-president research:

Erika Dyck, Department of History  
Darrell Mousseau, Department of Psychiatry  
Michelle Johnson-Jennings, Department of Indigenous Studies  
Sven Achenbach, Department of Electrical and Computer Engineering

(2) That Council approve the appointment of Chad London, dean, College of Kinesiology as the senior administrator selected by Council to serve on the search committee for the vice-president research.

CARRIED

## 10. Teaching, Learning and Academic Resources

### 10.1 Notice of Motion – Approval of the Learning Charter

Vince Bruni-Bossio, chair of the teaching, learning and academic resources committee (TLARC), presented the report to Council.

Professor Bruni-Bossio indicated that two years ago, TLARC formed a working committee to revise the *Learning Charter* to better inform teaching practices and experiences in Indigenous

worldviews across all degree programs. With the revisions complete, Professor Bruni-Bossio thanked members of TLARC and the working group and extended special thanks to Stryker Calvez, Kristina Bidwell, Nancy Turner, Marie Battiste, and Iloradanon Efimoff, for their work on the revised charter. He also acknowledged the leadership of Jay Wilson and Alec Aitken, former committee chairs, and the continued guidance of Patti McDougall, vice-provost teaching, learning and student experience.

Vice-provost McDougall expressed her gratitude toward all who contributed to the revised charter and gave a brief history of the charter, which was first approved in 2010 to create an integrated framework to link and communicate learning goals. In January 2016, Council carried a motion to endorse the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences in all degree programs and learning outcomes at the university.

Key revisions to the charter include fundamental changes to the language within the document and the use of Cree and Michif language and concepts. Those consulted about the revised charter have affirmed that the changes in ethos, language, and inclusion of Indigenous concepts and words better reflects the university as it is today, and where it seeks to be. The pursuit of learning is a common thread throughout.

Vice-provost McDougall provided examples of the types of companion documents that will be developed to increase the use and accessibility of the charter and deepen its understanding. The request was received for additional information about the implementation of the charter and faculty member capabilities for integrating Indigenous knowledge in course content.

## 11. Governance Committee

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

### 11.1 Notice of Motion – Governance Committee Terms of Reference

Professor Wilson indicated the notice of motion is the culmination of a process which began last year in response to the request to have student representation on the committee.

NOTICE OF MOTION: 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.

### 11.2 Notice of Motion – School of Rehabilitation Science Faculty Council Membership

Professor Wilson indicated the membership changes submitted permit the School of Rehabilitation Science to include additional professional representation within its faculty council.

NOTICE OF MOTION: 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. Planning and Priorities Committee

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

12.1 Report for Information – Revisions to Notice of Intent Template

Professor de Boer indicated the template submitted is used for new degree programs and degree-level certificate programs. The revised Notice of Intent (NOI) template emphasizes that NOIs are to be submitted to the planning and priorities committee at an early stage of program development.

13. Other business

There was no other business.

14. Question period

There were no questions.

15. Adjournment

The meeting was adjourned by motion (DOBSON/URQUHART) at 3:50 pm.













# Learning Charter

University Council

June 20, 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:
  - In development of program level learning outcomes
  - In college ceremonies to engage students with commitments
  - In classrooms to stimulate discussion of responsibilities of students and instructors

# 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.*

# Timeline of Actions

- Winter 2016 – TLARC embarked on Charter revision
- May 2016 – gathering
- Fall 2016 – larger gathering
- Winter 2017, working group created, set direction
- May – December 2017 – iterative writing process
- Early 2018– working group approval
- March 2018 – TLARC review and input
- April – May 2018 – Consultations
- May 28, 2018 – TLARC presentation

# Who participated in development?

- College of Graduate and Postdoctoral Studies
- Associate Deans Academic
- Vice Provost Indigenous Engagement
- University of Saskatchewan Students' Union
- International Activities Committee of Council
- Library
- Student Learning Services Peer Mentors
- Many Faculty & Staff
- International Operations Committee
- Graduate Students' Association
- Gwenna Moss Centre for Teaching and Learning

# Outcomes of Wide Discussion

- All people who were consulted expressed support for:
  - the direction and integrated approach evident in the document
  - the changes in ethos, language, inclusion of Indigenous concepts and words, and focus on the pursuit of learning as a unifying community principle
- Unanimous agreement that the revised charter better reflects where we are as an institution

# 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 and seamless cultural framework



# 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**

# Companion Documents

- Targeted towards a specific audience with enhanced specific messaging
- Increases use and accessibility of the Learning Charter for a wider and more diverse audience
- Increases interpretability and will deepen understanding of the Learning Charter with additional context and materials
- Limits the length of the actual Learning Charter while increasing its use and local applicability

# Examples of Companion Documents

- Classroom Expectations - Instructor and student responsibilities
- College/School – Linking learning pursuits with college focus and practice, e.g., professionalism, ethics
- Indigenous Engagement - language & culture specific concepts references, e.g., Cree, Dene, Lakota, Michif, etc.
- International Students – orientation, academic integrity, services
- Student Recruitment – for high school students describing the attributes of U of S graduates
- Research and Mentorship – role of creativity and discovery
- Student Leadership – highlighting learning focus and achievement

# 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

# In summary

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- Background and rationale for change
  - Development process
  - Overview of revisions
  - Progressing implementation

# Notice of Motion

*It is recommended:*

*That Council approve the revised Learning Charter.*

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL October 2018 

## University Plan

On Oct. 10<sup>th</sup> the new university plan was officially launched. Our new university plan to carry the institution through to 2025 is entitled *The University the World Needs*, and has been gifted Indigenous names nīkānītān manācihitowinihk (Cree) and ni manachīhitoonaan (Michif), which translate to “Let us lead with respect.”

The plan itself was about two years in the making, and draws on extensive consultation from both on and off campus. As members of Council will know, the plan received support at this body and through our Board of Governors and Senate. The plan builds on the 2016 Mission, Vision and Values document, and is rooted in the principles of connectivity, creativity, diversity and sustainability.

A couple of key facets I wanted to be sure to highlight for council members:

- ***This plan was developed to be unique to the University of Saskatchewan.*** When stakeholders read this plan, we want them to understand what makes the UofS distinctive in the post-secondary education sector.
- ***We want to make a difference in the world, based on what we are doing at this university.*** We want to have an impact, and not just the impact we believe communities and the world need, but the impact the world needs us to have.
- ***Indigenization is not a separate commitment on its own; it runs through every commitment in the plan.*** Indigenous communities, leaders, knowledge keepers, language keepers, students and Elders played, and will continue to play, an integral role in the plan's development and activation.

I look forward to reporting back to Council on the progress we will make in the coming months and years.

## Livestock and Forage Centre of Excellence

On Oct. 9, the U of S and its partners were proud to officially launch the Livestock and Forage Centre of Excellence (LFCE), a world-class complex of field and science laboratories that will be a powerhouse for innovative research, teaching and industry engagement in all aspects of livestock and forage production.

A partnership of the U of S, the livestock and forage industries, and the Saskatchewan and federal governments, the LFCE is the largest and most comprehensive centre of its kind in Canada. The LFCE will enable Canadian and international scientists to focus on emerging issues related to beef cattle health, reproduction, nutrition, genetics, and public safety, as well as

plant breeding for forage crops, grazing management and environmental issues facing the livestock and forage industries.

This unique centre will research and model all aspects of raising livestock on the prairies, helping to meet the needs of producers and consumers in Canada, while also helping to sustainably produce food for a growing world population. It will break down barriers between academics and livestock and forage producers and bring scientists from across disciplines together to promote an integrated approach to solving industry issues.

Comprising 27 quarters of land (over 4300 acres) in two locations, the LFCE will operate three units:

- the Beef Cattle Research and Teaching Unit, south of Clavet, which includes a 1,500-head capacity feedlot and intensive environmental monitoring;
- the Forage and Cow-Calf Research and Teaching Unit, south of Clavet, which includes 300 breeding cows; and
- the Goodale Research Farm, southeast of Saskatoon near Floral, which includes 165 breeding cows as well as horses, bison and deer for research. The Goodale farm will be upgraded in 2019.
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In addition to the \$10 million investment from Growing Forward 2, the centre received funding from Western Economic Diversification as well as from several organizations, corporations and individuals.

## Government Relations

As Council members will know, government relations is an ongoing and important effort. This past month we had two excellent opportunities for building relationships. In the second week of September, the Liberal caucus met in Saskatoon and during their time here, campus was host to many Ministers and MPs. I had the pleasure of personally hosting Minister Kirsty Duncan, Minister Navdeep Bains, and Minister Jonathan Wilkinson. Several Ministers gave lectures or participated in panels on campus such as Minister Maryam Monsef speaking about *Women in Leadership* and Minister Jody Wilson-Raybould speaking about *Reconciliation and Restorative Justice*. I'm confident that many federal leaders left here feeling positive about their experience in Saskatoon.

In addition to hosting federal leadership, the UofS was host to the premier and his cabinet on Oct. 10<sup>th</sup>. Periodically, the provincial cabinet holds its monthly meetings away from Regina and we were pleased to serve as host for its October meeting. I had the opportunity to meet directly with the premier and then with cabinet to update its many members on the value of the university to the province and beyond. A gesture of cabinet's support was the attendance of all its members at the launch of our University Plan 2025.



In regards to future opportunities for relationship building, the University of Saskatchewan will host Canada's premiers next summer when the Council of the Federation holds its annual meeting in Saskatoon -- another excellent opportunity to showcase our great institution on the national stage.





## Provost's Report to Council

October 2018


### GENERAL REMARKS

At the September 19, 2018 Priorities and Planning Committee (PPC), I noted with the approval of the University Plan 2025, the university now moves to aligning the “great vision” in the plan to making the realization of the plan “come to life” at a pragmatic level across colleges, schools, and support centres. As in PPC, I want to outline the key directions and strategic focus envisioned for my office in the year ahead. Strategic goals include: (i) 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. (ii) growing undergraduate and graduate enrolments with innovative programs, in particular, growth in technological areas and in the health sciences is planned; and (iii) enabling existing and new interdisciplinarity based academic and scholarly areas across the university; (iv) moving towards reconciliation in spirit and delivery; (v) expanding internationalization at all levels and sectors in the university; and (vi) continued research and scholarship expansion. These are six of many varied approaches that we will use to make the University Plan come to life.

The university is a strong leader among all Canadian universities the university's academic programs in learning outcomes-based programming. Individual success of each unit leads to success for the entire institution. Continuing to build towards reconciliation with the support of indigenous faculty, students, and staff by strengthening relations with indigenous governments and communities and with city, provincial and federal governments remains a pivotal focus. This goal builds on the belief that, “Education is the key to reconciliation,” as stated by Senator Murray Sinclair. Jackie Ottmann, vice-provost, Indigenous engagement, outlined a number of initiatives to embrace Indigenization, noting the university is increasingly becoming a destination for Indigenous scholars from other institutions

Goals related to budget management, enrolment growth, and revenue generation as well as cost containment include the restoration of the \$15.0M in funding from the provincial government and capital investment to realize a new Engineering, Applied Science, and Technology Building. The growth in undergraduate and graduate student enrolment from 25,000 to 28,000 students over the next five years will transform the university to have a major impact on Saskatchewan, Canada and the world. New partnerships with industry, other post-secondary institutions, and in Innovation Place, and in particular, partnering with the provincial government and enhancing government relations, will create new opportunities for success.

At the same PPC meeting, Greg Fowler, vice-president finance and resources and I introduced the revised 2019-20 Operations Forecast. The operations forecast presents key funding needs to inform the provincial government's budget allocation process. Vice-President Fowler briefly noted the difficulty of timing and forecasting the coming year's budget prior to knowing the provincial grant to the university for the current year. As a result, the government has agreed to receive the forecast after the October Board of Governors meeting.



Discussions with government representatives have focused on the message that the work of the university supports the economic goals of the province, with the document highlighting strategic investments in key areas, such as Indigenization, targeted enrolment growth, research, internationalization, and program expansions.

## **INSTITUTIONAL PLANNING AND ASSESSMENT**

Going forward, planning and priority setting will become part of our everyday business at the U of S with the academic calendar, strategic planning, resource allocation, budgeting, and assessment aligned annually. This year the focus will be on the alignment of planning, resource allocation and budgeting for 2019/20. By October 15 most colleges and schools will have submitted their final plans and most administrative units will have submitted their draft plans to IPA. A synthesis and analysis of these plans will be developed and communicated to ensure alignment of people, capital, and financial resources.

TABBS will be finalized in early October with resource allocations informed by the final unit plans. Allocations will be determined and communicated by early December and will be reflected in the detailed budget submitted to the Board in March 2019.

## **COLLEGE AND SCHOOL UPDATES**

### *College of Pharmacy and Nutrition*

The College of Pharmacy and Nutrition's Strategic Plan "Preeminence 2025" is a bold and progressive plan to address society's health care concerns and to be a leader in pharmaceutical and nutritional care. A copy of the plan can be viewed at the following link: [Pharmacy and Nutrition Strategic Plan](#).

### *College of Education*

#### Student Pinning Ceremony

The College of Education hosted more than 500 attendees at the annual Pinning Ceremony on September 13. At the ceremony, both students and alumni committed to the teaching profession by receiving specially designed College pins and by signing the Educator's Profession banner. Representation from the University, Ministry of Education, Saskatchewan Teachers Professional Regulatory Board, and school division partners, as well as faculty and staff were present at the ceremony. The College will host another student and alumni pinning ceremony in LaRonge on October 18. You can view the photo gallery from the on campus event at the following link: <https://www.flickr.com/photos/156207551@N07/sets/72157673421105768>

#### Alumni Achievement Awards

The College of Education congratulates alumna Patricia Lawson (BA'50, BEd'53) on her recognition at the Alumni Achievement Awards on September 20. Patricia Lawson's dedication to the sport, teaching, coaching and administration is admirable and the College is proud to count her among the distinguished Education alumni.

More details on this event can be viewed at the following link:

<https://alumni.usask.ca/get-involved/awards.php#Thisyearsrecipients>

USSU Council Address October 25th

Dear Council, the USSU has been busy in the last month fulfilling our Mission, Vision, and Values. With each one of our executive team working hard in their individual portfolios, and together as a team. VP Kobes has been working by addressing the needs of campus groups through funding, insurance, and by connecting students to the resources they need for success. VP Wu worked hard advancing sustainability on campus with a number of events and community partners, such as the Office of Sustainability. These events included River Clean Up, DIY Sheaf Coast Workshop, Clothing Swap, and a monthly farmers market. VP Moellenbeck has been extremely busy this term sitting on university and USSU committees, working on policy revision, and working with a variety of students in need of academic support.

The USSU also conducted it's byelection over the month of October and is happy to report that \_\_\_ councillors have been elected from across campus as well as a new president.

The USSU also went down to Regina on the 24th for the opening of the legislature and to meet with Minister Beaudry-Mellor and advocate on the behalf of students.

Thank you Council





University of Saskatchewan Graduate Students' Association  
**University Council Report – October 2018**

The GSA will continue in its efforts to find opportunities that support graduate student success, that prepare graduate students for the future and that create a cohesive and engaged graduate student community.

In this report, we will highlight three of our main initiatives.

**(1) Graduate Faculty Supports**

The student-supervisor relationship is often successful when the faculty members have the support systems in place that would allow them to be a superior supervisor. In collaboration with the College of Graduate and Postdoctoral Studies and the Gwenna Moss Centre, we are working on a supervisory handbook that would highlight pertinent information that a supervisor could use to assist them in their supervisory role. This would also include an overview of timelines to completion and an indication to important policies and procedures used in the University. The jump from being a graduate student to being a graduate supervisor is challenging and we hope that through the creation of such a document, supervisors would be better equipped to supervise graduate students.

**(2) Networking in a Non-Academic Setting**

On October 17, several of our graduate students participated in presentations as part of the Health on Tap series hosted by the Health Opportunities Committee, Saskatchewan Chamber of Commerce. These graduate students, from Engineering, Medicine and Pharmacy, are conducting research that is related to the Health Sciences field and has potential for commercialization. This pilot project intends to show the diversity of graduate student research here at the University, provide opportunities for graduate students to network with Industry and allow our students to communicate to a non-academic audience, thus preparing them to be competitive in the job market. We hope to use this as a means to understand how we can engage graduate students and graduate faculty to participate similar events in the future. Networking is key to success after graduation, knowing that academic jobs are far and few, and so it is important that these opportunities are available.

### **(3) Student-Supervisor Agreement**

We will continue to promote the Student-Supervisor Agreement as a tool for a successful student-supervisor relationship. This guideline sets expectations, creates accountability and allows for the student and the supervisor to communicate. We have received positive support from both students and faculty from different Colleges and Schools across the University. As the agreement gains visibility, the value of using it becomes more apparent. As the year progresses, we will work towards outlining the steps, in collaboration with CGPS, towards its implementation for thesis-based programs. We will continue to look for ways in which we can highlight the features of a successful student-supervisor relationship. Ultimately, this tool is for the benefit of students and supervisors alike and its use is intended to provide a superior graduate student academic journey at the University of Saskatchewan.

We look forward to the upcoming year and to working with you to promote and foster a superior academic experience for our graduate students.

Naheda Sahtout  
President, Graduate Students' Association



**UNIVERSITY COUNCIL**  
**TEACHING LEARNING AND ACADEMIC RESOURCES COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Vince Bruni-Bossio, chair, teaching, learning and academic resources committee of Council  
Patti McDougall, vice provost teaching, learning and student experience

**DATE OF MEETING:** October 25, 2018

**SUBJECT:** Request for Decision: Learning Charter

**DECISIONS REQUESTED:**

*It is recommended:*

- *That Council approve the revised Learning Charter.*

**PURPOSE:**

The revision to the Learning Charter was initiated by the Teaching, Learning and Academic Resources Committee of Council (TLARC) in 2016 with the intention of creating a document that better reflects our current circumstance and expectations in teaching and learning practices, particularly in relation to the inclusion of Indigenous knowledges and experiences grounded in Indigenous worldviews across all degree programs. The revision allows us to build on the strong foundation of the 2010 Charter whilst better reflecting the institution we are in 2018 and aspire to be in the future. Ultimately the revision has aimed to develop a Charter that supports more inclusive learning processes and outcomes.

**CONTEXT AND BACKGROUND:**

The Learning Charter was approved by University Council in June 2010 as the integrative framework for linking aims, values, and principles surrounding teaching and learning to behaviours that optimize student learning and discovery. As conceived and developed in 2010, the Learning Charter has served as an educational tool for communicating goals, commitments, and responsibilities to all who partner to support and advance learning (students, instructors and the institution), and as a tool for organizing, evaluating, and further developing policies that affect teaching

and learning. Since its approval in 2010 the Learning Charter has been used in many ways across our campuses including:

- As a guide for the development of program level learning outcomes for academic programs (e.g. all new programs need to identify at the proposal stage how the Learning Charter's core learning goals are addressed by the program)
- Through incorporation of the commitments and responsibilities as well as the core learning goals into college rituals to indicate the expectations of the role into which students entering a program of study are stepping (e.g. Law first year welcoming ceremony – student commitment)
- In use by faculty on the first day of class as a means of discussing the commitments that all members of the class make in engaging together in learning and their associated responsibilities.

The revision process has appropriately taken time and involved a broad group of faculty, staff and students. Several large gatherings in 2016 and 2017 allowed for the development of a clear direction that was progressed by a TLARC working group over the past 18 months. The document you have received is the result of much thought, dialogue and several iterative revisions.

#### **PARTICIPANTS IN THE DEVELOPMENT:**

- May 2016 gathering (Jay Wilson, Patti McDougall, Nancy Turner, Candace Wasacase-Lafferty, Gail MacKay, Marilyn Poitras, Chris Scribe, Stryker Calvez, Margret Asmuss, Candace Peete, Jaris Swidrovich, Amanda Storey)
- October 2016 gathering (Bob Badger, Robert Beaver, Maria Campbell, Jaris Swidrovich, Kristina Bidwell, Yvette Arcand, Chris Scribe, Dawn Wallin, Jay Wilson, Patti McDougall, Marie Battiste, Len Findlay, Brooke Malinoski, Carolyn Gaspar, Tamara Larre, Nancy Turner, John Gjevre, Randy Kutcher, Ken Van Rees, Tak Tanaka, Margret Asmuss, Candace Wasacase-Lafferty)
- Working group members (Kristina Bidwell, Stryker Calvez, Nancy Turner, Patti McDougall, Marie Battiste, Yvette Arcand, Benjamin Hoy, Jay Wilson, Candace Wasacase-Lafferty, Blair Pisis, Iloradanon Efimoff, Rose Roberts)
- All TLARC members in 2016/17, 2017/18
- Groups and individuals who provided input February through May 2018:
  - College of Graduate and Postdoctoral Studies
  - Associate Deans Academic
  - Vice Provost Indigenous Engagement Jackie Ottman
  - University of Saskatchewan Students' Union
  - International Activities Committee of Council
  - International Operations Committee
  - Graduate Students' Association
  - Student Employment and Career Centre
  - Gwenna Moss Centre for Teaching and Learning
  - Library faculty and staff
  - Student Learning Services Peer Mentors

- Many faculty and staff (Dirk Morrison, Preston Smith, Lois Berry, Chris Scribe, Graeme Joseph, Tom Ellis, Dirk deBoer, Larry Chartrand, Rob Innes, and more)

**DISCUSSION SUMMARY:**

While there has been extensive use of the Learning Charter over the past eight years it is acknowledged that more can be done to incorporate the practicalities and ethos of the Learning Charter into the teaching and learning practices across our institution. A comprehensive implementation plan will be developed to foster institution wide engagement with the Charter on approval by Council.

The document being considered today is a rich reflection of the many and diverse perspectives that have contributed to the revision, capturing the values and aspirations of the University of Saskatchewan. It is presented here as built on the strong foundation of the 2010 Charter, providing a framework for teaching and learning practices now and into the future.

**ATTACHMENT:**

1. Learning Charter 2018 Revised edition





# Our Learning Charter

## The University of Saskatchewan

*Located above the shifting banks and swiftly moving waters of the kisiskāciwani-sīpiy (Ki-si-skahchoo-waNih seepi: South Saskatchewan River), the University of Saskatchewan began its learning journey in 1907. In so doing, it became part of a millennia-old tradition of people gathering on these banks to learn, to teach and to form community. Today the University has grown beyond these banks and strives to reach across the province and around the world to continue to build truth, knowledge and relationships, in all their forms.*

*This Learning Charter, first created in 2010, states our shared pursuits, commitments and responsibilities as we come together in a university community of life-long and life-wide learners. The University of Saskatchewan is more committed today than ever before in our history to including and serving all members of the larger Saskatchewan community.*

*This Learning Charter, revised in 2018, is our commitment to opening our university to learning, engagement and opportunities for all Peoples of Saskatchewan and beyond, and in so doing, recognizes and appreciates the knowledge, diverse abilities, and the ways of teaching and learning that they bring with them. And as much as the river will continue to change its shape, so too will the Learning Charter continue to change as our University moves always forward on its learning journey.*

## THE LEARNING CHARTER IS MADE OF FOUR MAIN PARTS:

Our journey  
of teaching  
and learning

Our teaching  
and learning  
pursuits

Our  
commitments  
and  
responsibilities  
to one another

Companion  
documents  
that articulate the  
Learning Charter for  
specific teaching and  
learning purposes

The Learning Charter thus acts as a conceptual map and planning document, linking together our pursuits and how we strive for them, encouraging and guiding us on our educational journey. As a map, it is also a focal point for our community to discuss where we are and where we want to go in our shared future.

## Our Learning Journey

**Each of us comes to the University of Saskatchewan with our own learning from our family and community, and with our own abilities, learning pursuits and styles.** Yet we, individually, collectively and institutionally, are also in a continuous process of transformation, growing from ever more diverse perspectives and with new tools, skills and deeper understandings. We are driven

forward by our curiosity, inspirations, engagements and learning from and with our peers, teachers and mentors. Our learning is a lifelong process that is individual, collaborative, experiential and collective from which we grow in our sense of identity and belonging.

The community at the University of Saskatchewan is part of a shared journey of transformation through discovery, creation and learning. While grounded in the thousand-year-old traditions of the European university, since its beginnings the University of Saskatchewan has become increasingly diverse, creating a new kind of university with new traditions. Our community has been enriched by an ever greater variety of people from Saskatchewan and from around the world; our university continues to encompass new areas of study, new academic programs, new ways of teaching and learning, and new community perspectives. This growing diversity presents opportunities and challenges, experimentation and new traditions, openness to transformations and respect for the valuable contributions of past and present perspectives, or ways of learning that may be unfamiliar to us. Through this work, our university will continue to change in order to better support and nurture excellence in teaching and learning for all.

The University of Saskatchewan is especially strong in recognizing and accepting that we are all shaped and impacted by the land that we live on. We must all move forward, being taught by this land that we share and by the people who have long inhabited it – they are calling on us to learn from this place and from Indigenous peoples as part of our learning journey. With these perspectives we seek to unite our minds and hearts, pasts and futures, intellectualism and spiritualities, and our similarities and differences on our campuses, as the inclusive university community we envision. The University is a place where all people can truly belong and contribute to Saskatchewan and beyond.

# Our Learning Pursuits

**While on a shared learning journey, each of us at the University of Saskatchewan is also engaged in our own learning pursuits.** As an educational community, we support all of our members in exploring our extensive academic and professional learning opportunities. In light of the diversity of learning pathways that are available, the University uniquely offers all its students opportunities in a wide variety of fields to grow sequentially and foundationally in sets of essential learning pursuits.

Depending on their particular learning experience or program, students are thus expected to reach optimal levels of achievement in these areas. In turn, the University commits to encouraging and supporting the following five pursuits:

## The Pursuit of Truth and Understanding

Applying critical and creative *mamitoneyihtamowin*<sup>1</sup> (ma-mito-neh ih-ta-mo-win)/*naakatwayhtamihk*<sup>2</sup> (naaka-tway-hta-mihk) (i.e., thinking) to problems, including analysis, synthesis, and evaluation.

Being open to and adept at different ways of knowing and learning, including independently, experientially, and collaboratively.

Possessing intellectual flexibility, ability to manage change, open-mindedness with the unfamiliar and an enthusiasm for life-long and life-wide learning.

## The Pursuit of Knowledges

Achieving a comprehensive knowledge of one's subject area, discipline, or profession.

Understanding how one's subject area may intersect with related disciplines, perspectives, and worldviews different than one's own, including Indigenous worldviews.

Understanding how one's subject area, discipline or profession connects to and impacts Indigenous and non-Indigenous communities in Saskatchewan, and beyond where applicable.

Utilizing and applying one's knowledge with *manacihitowin*<sup>1</sup> (ma-na-chi-hi-to-win)/*manachihitoohk*<sup>2</sup> (mana-chi-hitoohk) (i.e., respect of all individuals).

## The Pursuit of Integrity and Respect

Exercising intellectual integrity and ethical behaviour with *kitimakeyichikewin*<sup>1</sup> (ki-tee-ma-ke i-chi-ke-win)/*kitimakaymitoohk*<sup>2</sup> (kiti-ma-kaymi-toohk) (i.e., kindness by self to others).

Recognizing and thinking through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews.

Recognizing the limits to one's knowledge, skills and understanding, and acting in accordance with these limits.

Developing understanding and appreciation for one's own perspectives, strengths and worldview, while demonstrating mutual and reciprocal respect for the diverse perspectives, strengths and worldviews of others and their communities.

## The Pursuit of Skills and Practices

Developing and applying appropriate skills of research, inquiry and knowledge creation and translation.

Communicating clearly, substantively and persuasively in different academic, professional, and cultural contexts; *nihtâ-âcimowin*<sup>1</sup> (neh-tah achi-mo-win)/*nihta achimoohk*<sup>2</sup> (nih-ta achi-moohk) (i.e., being a good storyteller).

Being able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness.

## Individual and Community Pursuits

Committing to positive growth and change for oneself and for local, national and global communities.

Acting with confidence and strength of purpose for the good of oneself and the different communities represented on our campuses.

Embracing responsibilities to oneself and others in ways that are authentic and meaningful.

Sharing Knowledges and exercising *nîkânîwin*<sup>1</sup> (nee-ka nee-win)/*nihta niikaaniw*<sup>2</sup> (nih-ta nee-kaa-niww) (i.e., leadership) as acts of individual and community responsibility.

# Our Commitments and Responsibilities

**The community at the University of Saskatchewan persists and thrives through its members' active commitments and responsibilities to one another.** Progressing on our collective learning journey and in our individual learning pursuits requires the commitment of students, educators and the university community, and depends on all of us fulfilling our roles in relation to one another.

As we identify the key roles in our learning community below, many members will identify with one, two or all of these. Ideally, we all transition between the roles of learner, teacher and member of the university community based on the needs of campus, community and ourselves. For example, students may be the primary learners, but they also bring the value of their own background, knowledges and experiences to the classroom and are teachers of their new understandings to their families and peers, and communities. Faculty all provide instruction in courses, but they also continue to learn through research discoveries, emerging literature, and work with peers, students and community. These commitments and responsibilities therefore may at various times belong to us all as university community members—as learners and as teachers.

## University Community

The University of Saskatchewan is its own community-- a place where people come together to share in their common interest to learn, teach and be strong effective contributing members of society. We are a collective that embraces and aspires for the highest standards of learning, discovery and knowledge translation. We are also diverse in our abilities, perspectives, foci, values, worldviews and experiences. It is through our fellowship and open commitment to support each other that each member of our community is given the prerogative to pursue, explore and achieve his or her own personal and professional learning goals.

The privilege to engage in a life of learning and discovery, engaging both our heart and mind, is given to us and earned by our commitment and responsibility to being genuine and compassionate learners, educators, researchers and advocates for a better society. By accepting the responsibility to provide tangible benefits to local, national and global communities, we must be inclusive and proactive in seeking and accepting different Knowledges and understandings into our learning experiences. We do this by engaging with staff and the broader community, Indigenous peoples, community partners, professions and industry, to support learning and discovery in the university. In doing so, we support the ideal and importance of reciprocity, on and off our campuses, as an essential value of our learning community.

The University of Saskatchewan encourages, supports and oversees a plethora of educational experiences that contribute to the core learning pursuits and the personal and professional interests of our members. As a collective we commit to Provide Opportunities, Ensure Quality, Create Environments and Support Learning.

### UNIVERSITY COMMUNITY COMMITMENT 1: **PROVIDE OPPORTUNITIES**

#### **Offer high quality programs and activities for learning and discovery.**

Honouring this commitment requires that the University Community develops and grounds programs, curricula, and learning activities in ways that are socially and/or culturally relevant, adaptive, and responsive, and that will facilitate engagement and relationship building with the relevant communities.

#### **Foster reciprocal learning collaborations.**

Honouring this commitment requires that the University Community recognize that learning experiences can be enhanced by appropriate interactions with various learning partners and communities on and off our campuses, and



that the University Community strives to both facilitate these interactions and ensure that they occur in a socially and culturally safe manner that is beneficial to all parties.

## UNIVERSITY COMMUNITY COMMITMENT 2: **ENSURE QUALITY**

### **Ensure qualified teachers and effective instruction.**

Honouring this commitment requires that the University Community ensures that all teachers possess both content and pedagogical/andragogical competence for any course or learning activity, and that they understand and accept their commitments and responsibilities as identified in this Learning Charter.

### **Promote research-enhanced and community-driven learning.**

Honouring this commitment requires that the University Community encourages fruitful and synergistic interactions for learning experiences with research, scholarly and artistic work being conducted at this institution and the learning opportunities developed in collaboration with community partners.

### **Create mechanisms for ongoing quality enhancement of all programs and courses.**

Honouring this commitment requires that the University Community provides systems for the outcomes of programs to be considered and reflected upon by teaching and learning teams. In addition, support for ongoing quality enhancement of programs as a result of this reflection is required.

## UNIVERSITY COMMUNITY COMMITMENT 3: **CREATE ENVIRONMENTS**

### **Define transparent programmatic milestones expected of students in all pursuits of learning.**

Honouring this commitment requires that the University Community supports teaching and learning teams in defining and communicating the achievement expected for students in each pursuit of learning at key points within and at the end of their academic program.

### **Provide safe, secure, and inclusive environments.**

Honouring this commitment requires that the University Community provide reliable, secure and inclusive environments for all members of our university community. It requires that all members feel welcomed, valued and respected, and that the University systems work to support a diverse learning community with unique values, worldviews, abilities and aspirations.

### **Provide appropriate learning resources, facilities, and technologies.**

Honouring this commitment requires that the University Community provide appropriate classroom, research, study and learning environments for learners; access to informational resources and expertise; and appropriate teaching and research technologies to support teaching, learning and discovery.

## UNIVERSITY COMMUNITY COMMITMENT 4: **SUPPORT LEARNING**

### **Support students.**

Honouring this commitment requires that the University Community assist students to select programs appropriate to their particular abilities and preparation. Where better preparation is required, the University will counsel students on how they might obtain this preparation. Honouring this commitment also requires that the University provide appropriate academic and other supports to students who experience various challenges to their learning, including challenges of a cultural, social, psychological or physical nature.

### **Support educators.**

Honouring this commitment requires that the University provide opportunities to educators (including faculty, sessional lecturers, graduate teaching assistants and instructors) to maintain and improve the quality of their teaching. Course assignments need to be commensurate with the content and pedagogical/andragogical needs of each teaching assignment and consideration of the full spectrum of responsibilities of each educator. Instructors need to be supported with teaching and laboratory assistants and other support staff as appropriate to their teaching assignments.

### **Support community.**

Honouring this commitment requires that the University recognize the remarkable importance and contribution of local, national and global communities in supporting the success of this institution. Opportunities need to be provided to communities to inform and collaborate in various learning activities on and off our campuses. The University will endeavour to support their engagement and involvement in teaching and consulting with the necessary and appropriate resources and assistance.

## **Students**

The role of the learner is a vital one in the University Community and most fundamental to the learning partnership. No learning can take place without active engagement by the learner in the learning process— being open to, and learning from, the multitude of

learning opportunities available at the University, inside and outside of courses, and on and off our campuses. To optimize their learning experiences, students need to make the following commitments and fulfil the corresponding responsibilities. These commitments can be summarized as Engage Respectfully, Learn Actively, Think Broadly and Deeply, and Act Ethically and Appropriately.

### **STUDENT COMMITMENT 1: ENGAGE RESPECTFULLY**

#### **Engage in a respectful way with local, national and global members of community and society.**

Honouring this commitment requires that students engage in learning activities in a mutually and reciprocally respectful way with other members of the local, national, and global community, including other students, educators and staff. Students need to comply with university expectations for appropriate conduct (e.g., student conduct<sup>3</sup>). None of this, however, is to be construed as restricting the freedom of students to raise controversial issues or views within the context of an open, healthy and respectful dialogue.

#### **Contribute to the creation of a respectful and inclusive University Community.**

Honouring this commitment requires each student to engage in learning with and from peers, particularly from those whose life experiences and perspectives are different from their own. Inclusive in this commitment is each student's responsibility to provide constructive and thoughtful feedback on their learning experience so as to fuel educator and institutional reflection and enable processes of continuous enhancement of teaching and learning at the University.

## STUDENT COMMITMENT 2: **LEARN ACTIVELY**

### **Actively engage in the learning process.**

Honouring this commitment requires that students be willing to learn independently, experientially, and collaboratively with other students, as appropriate to their learning outcomes; to engage in self-evaluation and reflection; and to take personal responsibility for their learning.

## STUDENT COMMITMENT 3: **THINK BROADLY AND DEEPLY**

### **Thoughtfully consider a diversity of theories, ideas, beliefs, and approaches to problems and solutions.**

Honouring this commitment requires that students consider viewpoints and worldviews other than their own, actively try to understand the range of ideas and beliefs pertinent to any given issue, and critically consider the relevant evidence for various theories, beliefs and perspectives.

## STUDENT COMMITMENT 4: **ACT ETHICALLY AND APPROPRIATELY**

### **Undertake all learning activities with academic and ethical integrity.**

Honouring this commitment requires that students understand key principles of academic integrity, and adhere to the standards set out by the University of Saskatchewan covering academic misconduct<sup>4</sup>. Honouring this commitment also requires that students understand the importance and need to respect human dignity in all of its diverse forms. Inclusivity is a core principle of the University and, as such, students should be aware of and take care to enact these principles throughout their education (for examples, TCPS Chapters 1 and 9)<sup>5</sup>, OCAP<sup>6</sup>.

## **Educators**

The active commitment of those members of the university community responsible for providing learning opportunities is crucial to optimizing the student learning experience. To do so, university instructors (including faculty, sessional lecturers, graduate teaching

assistants, and other instructors) need to act as role models, making the following commitments and fulfilling the corresponding responsibilities. Instructor commitments can be summarized as Exemplify Learning, Strive for Excellence in Teaching, Assess Fairly, and Enhance Continuously.

## EDUCATOR COMMITMENT 1: **EXEMPLIFY LEARNING**

### **Embody learning behaviours you are teaching others.**

Honouring this commitment requires that instructors exemplify active learning and curiosity, demonstrate broad thinking, follow ethical principles, and engage with students and peers in a respectful manner. Instructors need to explicitly recognize their own position and work to understand, acknowledge, and value perspectives and worldviews different from their own. Whether issues are controversial or not, instructors should encourage and foster open and healthy dialogue.

### **Maintain an appropriate teacher-learner relationship.**

Honouring this commitment requires that educators maintain a professional relationship with students under their supervision, and avoid conflicts of interest that may be posed by dual or multiple relationships with students. Where potential conflicts may exist, these should be disclosed to the appropriate academic official.

## **EDUCATOR COMMITMENT 2: STRIVE FOR EXCELLENCE IN TEACHING**

### **Bring research, scholarship, artistic work and /or professional activities into teaching and mentorship.**

Honouring this commitment requires that educators at the university maintain a high level of subject matter knowledge and ensure that content is current, accurate, relevant to learning outcomes, representative of the knowledge and skills being taught and appropriate to the position of the learning experience within a program of study. It requires that students are provided opportunity to be inspired and engaged with and in the process of authentic inquiry, wherever possible, in their learning.

### **Align learning outcomes, teaching activities and assessment.**

Honouring this commitment requires that educators at the university be aware of the range of instructional methods and assessment strategies, and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity.

### **Develop respectful and inclusive learning environments that support student learning.**

Honouring this commitment requires that educators co-create with students a shared space for learning in which all participants, including graduate and undergraduate teaching assistants, feel respected, valued and empowered to contribute as they achieve their goals and share the gifts of their identities in relationship with one another.

## **EDUCATOR COMMITMENT 3: ASSESS FAIRLY**

### **Communicate and uphold clear academic expectations and standards.**

Honouring this commitment requires that educators provide a clear indication of what is expected of students in a course or learning activity, and what students can do to be successful in achieving the expected learning outcomes as defined in the course outline.

### **Perform fair and relevant assessment for and of student learning.**

Honouring this commitment requires that educators ensure that assessments of learning are transparent, applied consistently and are congruent with learning outcomes. Assessment should be designed to both assess and enable student learning. Students should be provided with prompt and constructive feedback on their learning progress at regular intervals throughout the course.

## **EDUCATOR COMMITMENT 4: ENHANCE CONTINUOUSLY**

### **Solicit and reflect on feedback from students, peers and others.**

Honouring this commitment requires that educators provide students with the opportunity to give candid feedback on their learning experience, as well as seek feedback from peers and other sources to allow for evidence on all aspects of teaching practice to be reflected upon for the purposes of continuous improvement.

**Engage in lifelong learning and continuous enhancement of teaching practice.**

Honouring this commitment requires that educators seek out and participate in opportunities to build their knowledge of teaching within their discipline, learn about advances in effective pedagogies/andragogies and engage in meaningful conversations about their practices with others.

*So as we continue on our learning journey, like the river we sit beside, the University community will aspire to change and evolve in response to shifts in knowledges and new understandings, fostering and supporting new relationships that will lead to a better world.*



**UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION**

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

**DATE OF MEETING:** October 25, 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
<b>TBD</b>	
<del>Marcel D'Eon</del>	<del>Community Health and Epidemiology</del>
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	Large Animal Clinical Sciences
Marcus Hecker	School of Environment and Sustainability
Vikram Misra	Veterinary Microbiology
Murray Fulton	Johnson Shoyama Graduate School of Public Policy
Dwayne Brenna	Drama
Scott Bell	Geography and Planning
Bev Brenna	Curriculum Studies
Valery Chirkov	Psychology
Jerzy Szpunar	Mechanical Engineering
Michael Plaxton	Law
Barb Phillips	Management and Marketing
Peter Phillips	Johnson Shoyama Graduate School of Public Policy
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy
Verna St. Denis	Educational Foundations

**To June 30, 2019**

Rob Flannigan	Law
Keith Walker	Educational Administration
Suresh Tikoo	School of Public Health/VIDO-InterVac
Barbara von Tigerstrom	Law
Gord Zello	Nutrition
Linda McMullen	Psychology
Helen Nichol	Anatomy and Cell Biology
Jo-Anne Dillon	Microbiology & Immunology/VIDO-InterVac
Jeff McDonnell	School of Environment and Sustainability
Alexander Ervin	Anthropology
Steve Wormith	Psychology
Tony Kusalik	Computer Science
David Janz	Veterinary Biomedical Sciences
Keith Carlson	History
Diane Knight	Soil Science

**UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Pamela Downe, chair, nominations committee of Council  
**DATE OF MEETING:** October 25, 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)	Vice-Provost Faculty Relations
<b>TBD</b>	(VP Research designate)
Beth Bilson	University Secretary
Terry Summers	Controller
Debra Pozega-Osburn	Vice-President, University Relations
Grant Devine	Board of Governors representative
Jane Alcorn	Research, scholarly and artistic work committee of Council
<b>TBD</b> <del>Scott Bell</del>	Council Member
Jacque Zinkowski	Committee Secretary – Faculty Relations Officer



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Jay Wilson, chair  
Governance committee

**DATE OF MEETING:** October 25, 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. As changes to Council's Bylaws require a 30-day notice, these changes are first presented as a notice of motion to Council.

**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:** October 25, 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. As changes to Council's Bylaws require a 30-day notice, the change to the membership of the School of Rehabilitation Science faculty council is first presented as a notice of motion.

**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  
NOTICE OF MOTION**

---

**PRESENTED BY:** Jay Wilson, chair  
Governance committee

**DATE OF MEETING:** October 24 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. As changes to Council's Bylaws require a 30-day notice, the change to the membership of the College of Arts and Science faculty council is first presented as a notice of motion.

**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  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

---

**PRESENTED BY:** Kenneth Fox; chair, Academic Programs Committee

**DATE OF MEETING:** October 25, 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



 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Report Form for Program Termination</b>
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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.

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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

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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 main text of the memo.

Peter Alward, Department Head

Cc: Emer O'Hagan, Undergraduate Chair  
Alexis Dahl, Director of Programs, College of Arts and Science



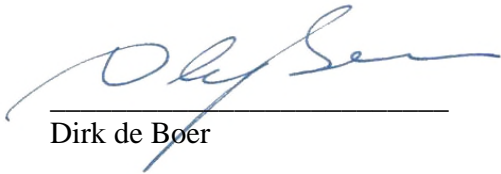
TO: Terry Wotherspoon, Chair, Academic Programs Committee  
FROM: Dirk de Boer, Acting Vice-Dean Indigenous and Acting Vice-Dean Academic  
DATE: May 23, 2018  
RE: Deletion of the Degree-level Certificate in Applied & Professional Ethics

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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?

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

**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

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.

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**

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"/>

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.

- 2 What is the name of the new (or renamed) college, school, center, or department?
- 3 If you have renamed an existing college, school, center, or department, what is the current name?
- 4 What is the effective term of this new (renamed) college, school, center, or department?
- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

**Section 7: Course Information - NOT APPLICABLE**

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

\_\_\_\_\_

2

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

\_\_\_\_\_

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

\_\_\_\_\_

4 Does the program timetable use standard class time slots, terms, and sessions?

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

1 Is this a program termination? Yes  No

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?  No

4 Are there currently any students enrolled in the program?

If yes, will they be able to complete the program?  Yes  No

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

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)

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

1	Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
2	Has SESD, Admissions, been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
3	Has SESD, Student Finance and Awards, been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
4	Has CGSR been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
5	Has SESD, Transfer Credit, been informed about any new / revised courses?	<input type="checkbox"/>	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	<input type="checkbox"/>	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	<input type="checkbox"/>	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses?	<input type="checkbox"/>	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	<input type="checkbox"/>	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.	<input type="checkbox"/>	<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: 23 MAY 2018

Registrar (Russell Isinger): 

College / Department Representative(s): 

IPA Representative(s): N/A



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Kenneth Fox; Chair, Academic Programs  
Committee

**DATE OF MEETING:** October 25, 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 was asked to confirm this decision at their October 2018 meeting.

**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. 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**

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

#### 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
<b>High School</b>	<ul style="list-style-type: none"> <li>• Less than 18 credit units of transferrable post-secondary coursework;</li> <li>• Grade 12 standing;</li> <li>• Chemistry 30, Physics 30, Pre-Calculus 30, <del>and Calculus 30</del> (or equivalents) with a minimum grade of 70% in each of these courses;</li> <li>• Attain a minimum average of 70% in their computer five high-school subject average; and</li> <li>• Proficient in English.</li> </ul>
<b>Post-Secondary</b>	<ul style="list-style-type: none"> <li>• Greater or equal to 18 credit units of transferrable post-secondary coursework.</li> <li>• Minimum average of 60% on 18 or more transferrable credit units from a recognized post-secondary institution</li> <li>• Chemistry 30, Physics 30, Pre-Calculus 30, <del>and Calculus 30</del> (or equivalents) with a minimum grade of 70% in each of these courses; and</li> <li>• Proficient in English.</li> </ul>
<b>Special (Mature)</b>	<ul style="list-style-type: none"> <li>• Less than 18 credit units of transferrable post-secondary coursework.</li> <li>• Chemistry 30, Physics 30, Pre-Calculus 30, <del>and Calculus 30</del> (or equivalents) with a minimum grade of 70% in each of these courses;</li> <li>• Proficiency in English; and</li> <li>• 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.</li> </ul>
<b>Provisional</b>	<ul style="list-style-type: none"> <li>• Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets.</li> </ul>

## 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.

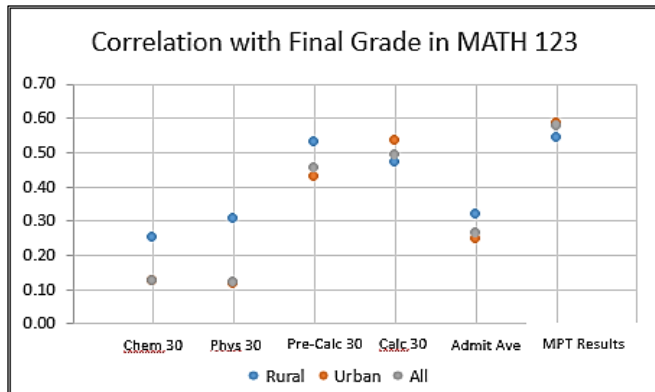
##### *Correlation with MATH 123*

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.

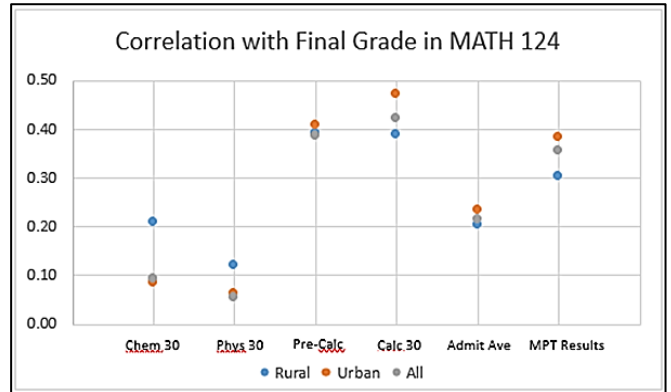
##### *Correlation with MATH 124*

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

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**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

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**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

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**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

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**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

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**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](#)



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**From:** Martin, Christopher  
**Sent:** Tuesday, September 25, 2018 9:43 AM  
**To:** Willness, Chelsea <[willness@edwards.usask.ca](mailto: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.

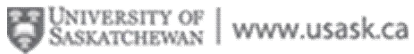
At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee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

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**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](mailto: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

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**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**



--

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

ph# - 1-306-966-4400

## Martin, Christopher

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**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](mailto: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**



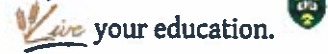
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Associate Professor  
Computer Science  
University of Saskatchewan  
[kstanley@cs.usask.ca](mailto:kstanley@cs.usask.ca)  
306-966-6747



# St. Peter's College

Affiliated with the University of Saskatchewan



September 25<sup>th</sup>, 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 1<sup>st</sup> 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@northlandscollege.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

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**PRESENTED BY:** Kenneth Fox; Chair, Academic Programs Committee

**DATE OF MEETING:** October 25, 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 was asked to confirm this decision at their October 2018 meeting.

**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](mailto: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](mailto: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](mailto:kelly.clement@usask.ca) or 306-966-2229.

:kc

## 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

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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,



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

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Kenneth Fox; Chair, Academic Programs  
Committee

**DATE OF MEETING:** October 25, 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 was asked to confirm this decision at their October 2018 meeting.

**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)

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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](mailto: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)

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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](mailto:lori.lisitza@usask.ca) or 306-966-5759.

/ll

**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)

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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](mailto: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](mailto:Haizhen.mou@usask.ca).

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Kenneth Fox; Chair, Academic Programs Committee

**DATE OF MEETING:** October 25, 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, WCVM



**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

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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](mailto: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

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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](mailto:lori.lisitza@usask.ca) or 306-966-5759.

/ll





**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

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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](mailto: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](mailto: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](mailto: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](mailto:cheryl.waldner@usask.ca)**
- **John Campbell, Professor, 306-966-7158 (T), 306-966-7159 (F), email: [john.campbell@usask.ca](mailto: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 or 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

**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"> <li>• a comprehensive, incisive grasp of subject matter;</li> <li>• an ability to make insightful critical evaluation of information;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89 Very good to excellent	A very good to excellent performance with strong evidence of: <ul style="list-style-type: none"> <li>• a comprehensive grasp of subject matter;</li> <li>• an ability to make sound critical evaluation of information;</li> <li>• a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>• a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79 Satisfactory to good	A satisfactory to good performance with evidence of: <ul style="list-style-type: none"> <li>• a substantial knowledge of subject matter;</li> <li>• a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>• satisfactory to good capacity for logical thinking;</li> <li>• some capacity for original and creative thinking;</li> <li>• a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>• a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69 Poor	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> <li>• a basic grasp of the subject matter;</li> <li>• some understanding of the basic issues;</li> <li>• some familiarity with the relevant literature &amp; techniques;</li> <li>• some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>• some ability to examine the material in a critical &amp; analytical manner</li> </ul>
<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. 3<sup>rd</sup> edition. Michael Gregg. Oxford University Press: New York, USA. 2008.**

11. Resources.

Proposed instructor:

- Tasha Epp, DVM, PhD; [tasha.epp@usask.ca](mailto:tasha.epp@usask.ca); 206-966-6542 (office)
- Cheryl Waldner, DVM, PhD; [Cheryl.waldner@usask.ca](mailto:Cheryl.waldner@usask.ca); 306-966-7169 (office)
- Assisted by: Sarah Parker, DVM, MVetSc, PhD; [sarah.parker@usask.ca](mailto: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](mailto: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, 2<sup>nd</sup> 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, 5<sup>th</sup> 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><b>A superior performance with consistent strong evidence of:</b></p> <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of subject matter;</li> <li>• an ability to make insightful critical evaluation of information;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89 Very good to excellent	<p><b>A very good to excellent performance with strong evidence of:</b></p> <ul style="list-style-type: none"> <li>• a comprehensive grasp of subject matter;</li> <li>• an ability to make sound critical evaluation of information;</li> <li>• a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>• a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79 Satisfactory to good	<p><b>A satisfactory to good performance with evidence of:</b></p> <ul style="list-style-type: none"> <li>• a substantial knowledge of subject matter;</li> <li>• a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>• satisfactory to good capacity for logical thinking;</li> <li>• some capacity for original and creative thinking;</li> <li>• a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>• a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69 Poor	<p><b>A generally weak performance, but with some evidence of:</b></p> <ul style="list-style-type: none"> <li>• a basic grasp of the subject matter;</li> <li>• some understanding of the basic issues;</li> <li>• some familiarity with the relevant literature &amp; techniques;</li> <li>• some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>• some ability to examine the material in a critical &amp; analytical manner</li> </ul>
<60 Failure	<b>An unacceptable performance</b>



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: [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	A superior performance with consistent strong evidence of: <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of subject matter;</li> <li>• an ability to make insightful critical evaluation of information;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89 Very good to excellent	A very good to excellent performance with strong evidence of: <ul style="list-style-type: none"> <li>• a comprehensive grasp of subject matter;</li> <li>• an ability to make sound critical evaluation of information;</li> <li>• a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>• a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79 Satisfactory to good	A satisfactory to good performance with evidence of: <ul style="list-style-type: none"> <li>• a substantial knowledge of subject matter;</li> <li>• a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>• satisfactory to good capacity for logical thinking;</li> <li>• some capacity for original and creative thinking;</li> <li>• a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>• a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69 Poor	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> <li>• a basic grasp of the subject matter;</li> <li>• some understanding of the basic issues;</li> <li>• some familiarity with the relevant literature &amp; techniques;</li> <li>• some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>• some ability to examine the material in a critical &amp; analytical manner</li> </ul>
<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. 3<sup>rd</sup> edition. Michael Gregg. Oxford University Press: New York, USA. 2008.**

11. Resources.

Proposed instructor:

- Tasha Epp, DVM, PhD; [tasha.epp@usask.ca](mailto:tasha.epp@usask.ca); 206-966-6542 (office)
- Cheryl Waldner, DVM, PhD; [Cheryl.waldner@usask.ca](mailto:Cheryl.waldner@usask.ca); 306-966-7169 (office)
- Assisted by: Sarah Parker, DVM, MVetSc, PhD; [sarah.parker@usask.ca](mailto: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](mailto: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><b>A superior performance with consistent strong evidence of:</b></p> <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of subject matter;</li> <li>• an ability to make insightful critical evaluation of information;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89 Very good to excellent	<p><b>A very good to excellent performance with strong evidence of:</b></p> <ul style="list-style-type: none"> <li>• a comprehensive grasp of subject matter;</li> <li>• an ability to make sound critical evaluation of information;</li> <li>• a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>• a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79 Satisfactory to good	<p><b>A satisfactory to good performance with evidence of:</b></p> <ul style="list-style-type: none"> <li>• a substantial knowledge of subject matter;</li> <li>• a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>• satisfactory to good capacity for logical thinking;</li> <li>• some capacity for original and creative thinking;</li> <li>• a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>• a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69 Poor	<p><b>A generally weak performance, but with some evidence of:</b></p> <ul style="list-style-type: none"> <li>• a basic grasp of the subject matter;</li> <li>• some understanding of the basic issues;</li> <li>• some familiarity with the relevant literature &amp; techniques;</li> <li>• some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>• some ability to examine the material in a critical &amp; analytical manner</li> </ul>
<60 Failure	<b>An unacceptable performance</b>



***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](mailto: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. 4<sup>th</sup> edition, Baltimore: Williams & Wilkins (available on reserve at the WCVM library)

Norman & Streiner. Biostatistics: The Bare Essentials 4<sup>th</sup> 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

<b>Date</b>	<b>Topic</b>	<b>Reference Chapters</b>
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](mailto:cheryl.waldner@usask.ca)

Dr. Tasha Epp, Ext 6542 [tasha.epp@usask.ca](mailto:tasha.epp@usask.ca)

Dr. Sarah Parker, [sarah.parker@usask.ca](mailto: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 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 4<sup>th</sup> 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

<b>Date</b>	<b>Topic</b>	<b>Reference Chapters</b>
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](mailto:cheryl.waldner@usask.ca)

Dr. Tasha Epp, Ext 6542 [tasha.epp@usask.ca](mailto:tasha.epp@usask.ca)

Dr. Sarah Parker, [sarah.parker@usask.ca](mailto: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. 2<sup>nd</sup> 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

<b>Date</b>	<b>Topic</b>	<b>Reference Chapters</b>
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.*



UNIVERSITY OF  
SASKATCHEWAN

Western College of  
Veterinary Medicine

Office of the Dean

52 Campus Drive Saskatoon SK S7N 5B4 Canada  
Telephone: (306) 966-7447 Facsimile: (306) 966-8747  
Web: [www.usask.ca/wcvm/](http://www.usask.ca/wcvm/)

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,

A handwritten signature in black ink, appearing to read 'Douglas Freeman'.

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



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](mailto: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 (WCVM). 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 WCVM 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 WCVM 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,



---

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



---

Dean or Associate Dean Research,  
WCVM

# 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 (WCVM), 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](mailto: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: Yes  No

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

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

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

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

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

1 Is this a new program?

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.

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.

Yes  No  Revised

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?

Field Epidemiology [FEPI - suggested code for student system]

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

Large Animal Clinical Sciences [VLAC - built in student system]

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

Master of Science - Project [MSC-P-GP - built in student system]

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**

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? (I.E. 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? (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.)  
As per current set-up
- 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?)  
As per current set-up
- 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?)  
As per current set-up
- 11 Who makes the admission decision? (I.E. 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*	

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate? \* See attached documents for further details

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

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program? Yes  No
- 2 Has SESD, Admissions, been informed about this new / revised program? Yes  No
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program? Yes  No
- 4 Has CGSR been informed about this new / revised program? Yes  No
- 5 Has SESD, 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.
  - 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): *Jean-David*

College / Department Representative(s): *Mauntra Smith*

IPA Representative(s): *[Signature]*

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Dirk de Boer, chair, planning and priorities committee

**DATE OF MEETING:** October 25, 2018

**SUBJECT:** **Revisions to the Tuition and Fees Authorization Policy**

**COUNCIL ACTION:** For information only

**BACKGROUND:**

The *Tuition and Fees Authorization Policy* (the “Tuition Policy”) was last updated in November 2004. The planning and priorities committee discussed the revisions to the policy on October 23, 2017, April 11, 2018, and October 3, 2018. The academic programs committee also reviewed drafts of the policy at its meetings on November 15, 2017, April 25, 2018, and October 3, 2018. Both committees provided written feedback to the proponents with suggested changes and points for inclusion in the policy, and received the final version of the policy prior to its presentation to the Board of Governors for approval.

**DISCUSSION SUMMARY**

The policy formalizes the principles of enabling quality, affordability and accessibility, and comparability that have been informally adopted by the Board of Governors in setting tuition and fees and formalizes these principles within the policy document. The principles of predictability and transparency are new principles that have been added to the policy as a result of the broad consultation undertaken by the Institutional Planning and Assessment Office in revising the policy.

The *University of Saskatchewan Act, 1995* provides the Board of Governors with the responsibility to approve student tuition and student fees. Under the revised policy, the Board of Governors will continue to approve all annual tuition and fee changes. The Board has elected to delegate approval authority of specific program or course tuition within established parameters set by the Board to the provost and vice-president academic and the provost’s committee on integrated planning (PCIP). This delegation will permit individual tuition changes to be approved by PCIP more expeditiously, thereby facilitating the implementation of new programs. The revised policy also identifies the various tuition and fee types within the context of the university’s RCM resource allocation model.

The policy is accompanied by four appendices:  
Appendix A: Definitions

Appendix B: Procedures for Setting and Managing Tuition and Fees  
Appendix C: Responsibilities  
Appendix D: Student Consultation Guiding Principles

The revised *Tuition Policy* is posted on the university's policies webpage.

**ATTACHMENTS:**

1. Revised *Tuition and Fees Authorization Policy* and appendices as approved by the Board of Governors

TO: Planning and Priorities Committee of Council

FROM: John Rigby, Associate Provost, Institutional Planning & Assessment

RE: Tuition Policy Update

DATE: September 28, 2018

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The Tuition and Fees Authorization Policy (“tuition policy”) was last updated in November 2004. It has been updated to incorporate current practices and principles that have occurred over time without the formal approval of the Board. It also includes new principles on tuition predictability and student consultation, both areas of significant interest for students, and clear identification of various tuition and fee types within the context of the university’s RCM framework. The IPA has been leading the tuition policy changes and have been consulting with student leaders, academic unit leaders, and relevant administrative units.

PPC has reviewed several drafts of the policy, most recently in April 2018. The attached document is the final version of the policy and has been forwarded to the Board for approval at the October meeting of the Board.

I look forward to discussing the policy with the committee.

Best regards,  
John

## 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.

*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

***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](mailto: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 Rates** are assessed for students who are not Canadian citizens, permanent residents, or convention refugees. Such students are required to pay an additional cost 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 rates 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.

<b>Non-exhaustive Examples of Possible Waivers</b>			
<b>Name of Waiver</b>	<b>Waiver Type</b>	<b>Guidelines set by</b>	<b>Policy/Agreement</b>
Program of Study <sup>1</sup>	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*.

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<sup>1</sup> 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.

*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.

## ***Appendix D – Student Consultation Guiding Principles<sup>2</sup>:***

- 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.

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