

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, vice-chair, Academic Programs Committee

DATE OF MEETING: January 28, 2021

SUBJECT: Graduate degree-level certificate in Veterinary Diagnostic Pathology

DECISIONS REQUESTED:

*It is recommended:
That Council approve the graduate degree-level certificate in Veterinary Diagnostic Pathology, effective May 2021.*

PURPOSE:

University Council has the authority to approve degree-level programs, including certificate programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies and the Western College of Veterinary Medicine are proposing a graduate degree-level certificate in Veterinary Diagnostic Medicine to ensure that students pursuing senior residency diagnostic training are appropriately represented in collective bargaining and funding allocations.

WCVM has provided senior residency diagnostic training for approximately 30 years and the creation of this certificate continues that history. This certificate will be a one year, 9 credit unit program and will provide senior residents advanced training in various aspects of veterinary diagnostic pathology. Senior residents enrolled in this program will be considered graduate students at CGPS, allowing them to be eligible for various forms of financial support.

This program will be open to students who have graduated from a recognized veterinary medicine program and meet the admissions requirements outlined in the attached proposal.

CONSULTATION:

The academic programs committee reviewed the proposal for this certificate programs at its December 16, 2020 meeting. The committee recognized that this certificate program will formalize training already offered by WCVM through the CGPS and appreciated that this move will support student access to university supports and services. The committee voted to recommend this program be approved at University Council.

This program was also reviewed and approved by the CGPS Programs committee on September 8, 2020 and by the CGPS Executive Committee on November 18, 2020.

ATTACHMENTS:

1. **Proposal for New Graduate Certificate in Veterinary Diagnostic Pathology**

**MEMORANDUM**

To: Academic Programs Committee of Council

Copy: Dr. Andy Allen, Graduate Chair, Department of Veterinary Pathology

From: Office of the Associate Dean, CGPS

Date: December 8, 2020

Re: New Graduate Certificate in Veterinary Diagnostic Pathology

The Department of Veterinary Pathology has been providing senior residency diagnostic training for approximately 30 years. This specialized training is required for doctors of veterinary medicine to become eligible to complete board certification exams. We need to change the way these trainees are accommodated at the University to ensure appropriate representation in collective bargaining and to ensure proper allocation of funding. As such, the department has developed a one-year certificate program for these trainees.

The certificate would be a one year program comprised of a 9 credit unit course running the duration of the year. Students would pay the standard per term tuition, and they would have full-time status and benefits.

The Graduate Programs Committee reviewed the proposal on September 8, 2020, requesting additional information, and the proposal was considered again on November 2, 2020. On November 2, 2020, the Graduate Programs Committee passed a motion *"To recommend approval of the Graduate Certificate in Veterinary Diagnostic Pathology."* The same motion was subsequently supported by the CGPS Executive Committee on November 18, 2020. We are seeking to have the program implemented May 1, 2021.

Attached please find:

- support memos from the Executive Committee of CGPS and the Graduate Programs Committee
- correspondence providing clarification to questions raised during the review process
- the full proposal including the new course proposal, syllabus, and rubric
- support from the Dean's office, Western College of Veterinary Medicine
- correspondence from the American College of Veterinary Pathologists
- support from the Dean, CGPS
- support from the Planning & Priorities Committee of Council
- consultation with the Registrar documentation

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

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Saskatoon SK S7N 5C9 Canada
Telephone: 306-966-5751
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MEMORANDUM

To: Graduate Programs Committee (GPC)
From: Debby Burshtyn, Chair - Executive Committee
Date: November 23, 2020
Re: New Graduate Certificate in Veterinary Diagnostic Pathology

On November 18, 2020, the Executive Committee (EC) considered the noted proposal.

The EC approved the recommended Graduate Certificate in Veterinary Diagnostic Pathology and noted that the overview within the documentation was well covered.
(Walker/Newton) unanimous approval.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

/ll



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Andy Allen, Graduate Chair, Department of Veterinary Pathology

From: Graduate Programs Committee

Date: November 12, 2020

Re: New Graduate Certificate in Veterinary Diagnostic Pathology

The Department of Veterinary Pathology has been providing senior residency diagnostic training for approximately 30 years. This specialized training is required for doctors of veterinary medicine to become eligible to complete board certification exams. We need to change the way these trainees are accommodated at the University to ensure appropriate representation in collective bargaining and to ensure proper allocation of funding. As such, the department has developed a one-year certificate program for these trainees. Notably, the Department of Small Animal Clinical Sciences developed a similar certificate program for internship training in 2016.

The certificate would be a one year program comprised of a 9 credit unit course running the duration of the year. Students would pay the standard per term tuition, and would have full-time status and benefits.

The Graduate Programs Committee reviewed the proposal on September 8, 2020, requesting additional information, and the proposal was considered again on November 2, 2020.

On November 2, 2020, the Graduate Programs Committee passed the following motion:

Motion: *To recommend approval of the Graduate Certificate in Veterinary Diagnostic Pathology.* Da Silva/Tanaka CARRIED unanimous

Attached please find the proposal with supporting documents.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

Clement, Kelly

From: Allen, Andy
Sent: Thursday, October 22, 2020 1:45 PM
To: Clement, Kelly
Cc: Smith, Martha
Subject: Certificate in Veterinary Diagnostic Pathology
Attachments: Proposal for Curricular Change (October).pdf; gsr400_1_new_course_Vet_Path (October).pdf; AVDP Syllabus (October).pdf; AVDP Syllabus (October).pdf

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

Dear Kelly,

I thank the Graduate Program Committee for their review of the proposal from the Department of Veterinary Pathology to establish a Certificate in Veterinary Diagnostic Pathology (CVDP). I also thank you for your feedback and comments, as well as Associate Dean Smith for her thoughts and advice.

1. Allow me to address the overarching question about the rationale for the proposal and the related questions about the requirement to assess tuition. Within the Proposal for Academic or Curricular Change, it is written (item 'g.' under 5. Budget) that "(c)urrently, trainees enrolled in a Senior Residency are not graduates students. If approved, the CVDP program would be part of the CGPS and would require participants to enroll as graduate students, which would provide them eligibility for various forms of financial support and other benefits.

"Most importantly, the primary sources of financial support for Senior Residents in the past, the Interprovincial Graduate Student Fellowship Fund, has been administered by the WCVM and will soon only be available to graduate students registered with the CGPS."

For background, very briefly, the Western College of Veterinary Medicine (WCVM) was founded in the 1960s and has since been funded through an interprovincial agreement that originally included the western provinces of Manitoba, Saskatchewan, Alberta, and British Columbia. Recently, Alberta has stopped participating the interprovincial agreement, but the other three provinces continue to do so. In fact, an announcement of the signing of a new interprovincial agreement was made in September. Over the years, the interprovincial agreement included the establishment of a fund – the Interprovincial Graduate Student Fellowship Fund or IPGF – to support the training of veterinary specialists, almost all of whom have been graduate students. Senior Residents in the Department of Veterinary Pathology have not been graduate students.

At some point going forward, the WCVM will no longer financially support our Senior Residents. The primary reason for this change is that Senior Residents are not graduate students. Senior Residents that receive funding without being graduate students are considered employees. This status has several consequences but includes the need to declare the financial support received as income; the inability to postpone the requirement to repay student loans; and that Senior Residents are not eligible for benefits available to graduate students, such as health and dental insurance, a bus pass, and other campus services. Also, all other trainees within the WCVM who receive IPGF are graduate students and pay tuition. Therefore, the fact that Senior Residents are treated differently is considered inequitable and must be addressed. It is our assumption that the need to assess tuition cannot be waived, but if it can, it might have implications for other graduate students in the WCVM and, likely, across campus.

In a phrase, the rationale for changing the program into a university credential is to provide access and opportunity. If the CVDP is not created, most graduate students interested in pursuing their goals of becoming a certified veterinary diagnostic pathologist will not be eligible for funding.

2. With some assistance, I have provided more detail, including more clinical detail and competencies, regarding assessment in the grading rubric and have done so for the sub-specialties within veterinary diagnostic pathology, i.e., anatomic pathology, surgical pathology, and clinical pathology. The skills being assessed are not trivial and only people with appropriate training and experience would be able to satisfy the listed requirements. There is an evident difference between people who have such skills and experience and those that do not.

3. Regarding 'minimal pass', this assessment category was created for the specific purpose of providing graduate students with an opportunity to realize and clarify the expectations placed upon them, receive feedback about their marginal performance, and not only be given an opportunity to improve in the future, but also be given the necessary guidance to improve. While these ideas were expressed in the Course Syllabus, I now realize more detail or reassurance could have been provided.

It is written, under Grading Scheme, that "(g)raduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade . . . as well as instructive feedback for each week they participate . . . A grade of 'minimal pass' will indicate an acceptable performance, but a performance that raises serious concerns that need to be addressed and corrected."

In keeping with the formative or constructive approach to assessment, I have added 'minimal pass' under Criteria That Must Be Met to Pass. It is now written that the "course coordinator must be notified when a graduate student receives a grade of 'minimal pass' or 'fail'. As soon as is reasonably possible following notification, the course coordinator will convene a meeting of the student's Advisory Committee to discuss the reasons for the grade and the expectations for earning passing grades in the future." The course coordination in this case will be the Graduate Chair.

3. Assessment will differ for different elements of the course, but common to all elements is the requirement for the graduate student to participate, i.e., show up, and to be sufficiently prepared, enthused, engaged and careful in order to be effective and valuable at whatever the task. I understand that assessment of these attributes is subjective, but assessment will be no less subjective using some sort of sliding scale, e.g., very enthused, sometimes enthused, neutral, often not enthused, not at all enthused.

It is important to consider that graduate students enrolled in Advanced Veterinary Diagnostic Pathology will spend about half, and typically more than half, of the course engaged in various forms of veterinary diagnostic pathology. The skills to be assessed regarding veterinary diagnostic pathology are now very detailed. Much of the remaining time will be dedicated to self-study, and I respect the comments and advice that it is challenging – and not necessary – to assess self-study. Therefore, self-study will not be assessed. Other activities, most notably teaching and supervision of undergraduate students and other graduate students will use the rubric, keeping in mind that most of these activities will involve diagnostic veterinary pathology. The skills to be assessed regarding veterinary diagnostic pathology are now very detailed.

In the Course Syllabus it is written that "(g)raduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail' based on an assessment rubric, *as well as instructive feedback for each week they participate in any activity other than self-study, which will not be graded.*" In the grading rubric it is stated that "(g)raduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail', *as well as instructive feedback for each week they participate in any activity other than self-study, which will not be graded.* The graduate students enrolled in Advanced Veterinary Diagnostic Pathology will receive instructive feedback.

4. Regarding who will provide assessment, it is important to understand that a graduate student will work or be supervised by different members of the department and, possibly, adjunct members of the department. Either the

person working most closely with the graduate student or the graduate student's program supervisor, after consultation with other supervisors, will provide the assessment. During those periods in which the graduate student is providing teaching or supervision, assessment will be provided by the faculty members who is also the coordinator of the course in which the graduate student is teaching.

Thank you, again, for your assistance. If you require anything further, please let me know at your earliest convenience.

Regards,
Andy Allen

Graduate Chair (Diagnostic Programs) and Professor
Department of Veterinary Pathology
Western College of Veterinary Medicine
University of Saskatchewan
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UNIVERSITY OF
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Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): [Certificate in Veterinary Diagnostic Pathology](#)

Field(s) of Specialization: [Veterinary Diagnostic Pathology](#)

Level(s) of Concentration:

Option(s):

Degree College: [College of Graduate and Postdoctoral Studies](#)

Contact person(s) (name, telephone, fax, e-mail): [Andy Allen](#)
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[Martha Smith, Associate Dean](#)
[College of Graduate & Postdoctoral Studies](#)
[c/o Kelly Clement](#)
[306-966-2229](#)
kelly.clement@usask.ca

Proposed date of implementation: [May 1, 2021](#)

Proposal Document

Please provide information that covers the following subtopics. 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 Veterinary Pathology currently offers a 1-year long Senior Residency that provides advanced training in various aspects of veterinary diagnostic pathology* under the supervision of experienced, highly qualified, veterinary diagnostic pathologists who are members or adjunct members† of the department.

Senior Residents enrolled in this program are not affiliated with the College of Graduate and Postdoctoral Studies (CGPS) and, as such, are not considered graduate students. If approved, this proposal will create a Certificate in Veterinary Diagnostic Pathology (CVDP) program that would be part of the CGPS and would replace the Senior Residency. Graduate students pursuing a CVDP would pay tuition and be eligible for various forms of financial support, as well as other benefits that are available to other, comparable, graduate students in the Western College of Veterinary Medicine (WCVM).

In the past, veterinarians who had recently completed a formal training program in veterinary diagnostic pathology have used a Senior Residency to (i) gain additional training in various aspects of veterinary diagnostic pathology; and (ii) either become eligible for, or further prepare for, the certifying examination of the American College of Veterinary Pathologists (ACVP). Certification by the ACVP is arguably the highest credential one can hold to verify a high level of competence to third parties. ACVP certification is often a requirement for employment as a veterinary diagnostic pathologist in North America, including employment at universities.

*Subspecialties of veterinary diagnostic pathology include, but are not limited to, anatomic pathology (primarily necropsy of domestic livestock and pets), clinical pathology (including hematology, biochemistry and cytology), surgical pathology (biopsies), avian pathology (primarily poultry), and wildlife pathology (all species from fish to mammals).

†Adjunct faculty include all veterinary pathologists employed by Prairie Diagnostic Services (PDS), Inc., located at the University of Saskatchewan (USask), all veterinary pathologists employed by the Animal Health Centre in British Columbia (AHC-BC), and others. Currently, the department includes 22 adjunct faculty.

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

The mission of the WCVM is to provide veterinary education in Western Canada and serve as a centre of veterinary expertise and research. The Department of Veterinary Pathology shares this mission and has, for 5 decades, trained veterinary diagnostic pathologists – who have worked throughout North America and other parts of the world – and provided veterinary diagnostic pathology services and expertise for the province and the region.

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

The CVDP will be a valuable training program for any graduate student that already holds a veterinary degree, has received post-graduate training in veterinary pathology, and is seeking to refine their skills and gain additional experience in veterinary diagnostic pathology; become eligible for, or further prepare for, the certifying examination of the ACVP; or both.

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

There are only 5 universities that offer programs of veterinary medicine in Canada. The Faculté de médecine vétérinaire, Université de Montréal provides instruction in French. The Faculty of Veterinary Medicine at the University of Calgary does not offer graduate programs in veterinary pathology. While the University of Prince Edward Island's Atlantic Veterinary College has training programs in veterinary pathology, they do not offer a 1-year program targeting graduate students who wish refine their skills and gain additional experience in veterinary diagnostic pathology.

The Department of Pathobiology, Ontario Veterinary College, University of Guelph, does offer a 3 semester Graduate Diploma that provides "advanced practical training in a field of veterinary pathology to veterinarians working in industry, government or private practice." This diploma program allows working mid-career veterinarians a means of 'upgrading' their skills such that they can make additional contributions in their current place of employment. The WCVM, therefore, will be the only educational institution in Canada offering veterinarians a formal program to refine their skills and gain additional experience in veterinary diagnostic pathology. The CVDP will be unique in Canada and, possibly, North America.

2. Admissions

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

To be accepted into the CVDP program, applicants must:

- be a graduate of a recognized program of veterinary medicine and, therefore, have earned a DVM degree or equivalent;
- have prior training, and demonstrated competence, in veterinary diagnostic pathology;
- possess a weighted average of at least 75% (USask grade equivalencies) during their veterinary diagnostic pathology training program, if applicable (as not all veterinary diagnostic pathology training programs, or residencies, use grades);
- arrange for the submission of 3 strong letters of reference that predict success in a busy veterinary diagnostic pathology training program;
- provide evidence, if necessary, of proficiency in English consistent with that required by the CGPS; and,

- be eligible for licensure by the Saskatchewan Veterinary Medical Association.

3. Description of the program

a. *What are the curricular objectives and how will they be accomplished?*

The objective of the CVDP is to provide graduate students with advanced training in various aspects of veterinary diagnostic pathology under the supervision of experienced, highly qualified, veterinary diagnostic pathologists. Graduate students will achieve this objective through a single, yearlong, 9-credit course, Advanced Veterinary Diagnostic Pathology, extending over 3 consecutive terms that includes a variable combination of:

- participation in the diagnostic activities of PDS, Inc., the Canadian Wildlife Health Cooperative (CWHC) at the WCVM (or other locations in Canada), the AHC-BC, or other approved veterinary diagnostic laboratories;
- supervision of trainees in veterinary diagnostic pathology who are early in their programs;
- instruction and supervision of undergraduate veterinary students engaged in veterinary diagnostic pathology;
- involvement in research, other scholarly activities, or both;
- preparation and delivery of undergraduate veterinary student lectures and labs;
- participation in departmental seminar series;
- attendance and participation in relevant national and international meetings and conferences; and
- intensive self-study, particularly of the materials contained in the reading lists published by the ACVP;

that is tailored to the individual graduate student.

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.*

The teaching philosophy of the CVDP is “learning by doing”. At the same time, graduate students will be immersed in a learning environment while performing veterinary diagnostic pathology. Guidance is readily available and the level of supervision will be tailored to the individual graduate student and adjusted periodically by their Advisory Committee.

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

The CVDP program will typically start and end in mid-August. Of the 52 weeks, 2 are available for vacation and 2 fall on statutory holidays and other university closures. The remaining 48 weeks (16 weeks per term) will be about equally divided into 24 weeks of veterinary diagnostic pathology, teaching, or both; and 24 weeks of additional diagnostic work, research, scholarly activity, intensive self-study, and participation in relevant national or international meetings as determined by the student and their Advisory Committee.

Graduate students in the CVDP program must also register for, and participate in, VTPA 990 – Seminars and VTPA 991 – Seminars in Pathology. Graduate students will also be required to complete GPS 960 – Introduction to Ethics and Integrity, unless they have already received credit. Any graduate student who anticipates being involved, or becomes involved, in research involving animal subjects must complete GPS 962 – Ethics and Integrity in Animal Research, unless they have already received credit.

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

Veterinary diagnostic pathology is, at its core, the critical analysis of observations and information in the context of existing knowledge (that may have to be researched). This work requires the interpretation these findings and the synthesis of theories and conclusions that are communicated to the appropriate stakeholders. Communication takes the form of comprehensive written and verbal diagnostic reports. Stakeholders – pet owners, livestock producers, practicing veterinarians, researchers, government agencies, etc. – use the diagnosis to ‘provide closure’ in the case of a pet’s death, educate within a teaching and learning environment, plan treatment options for individual or groups (sometimes large groups) of animals, implement disease prevention strategies, guide forensic proceedings, monitor patterns of disease, and so on. The accuracy of the results is important and the stakes can be significant. Reaching a specific diagnosis often represents solving a series of increasingly specific problems while appreciating the myriad limitations.

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

Pathology is the science of the causes and effects of diseases. As such, pathology is central to medicine. Veterinarians are asked to provide medical services to all species of animals, except people. Although, there are many pathogens of animals that cause disease in people and are referred to as zoonotic pathogens.

Further, 1 of the goals of many of the graduate students who complete the CVDP is to be eligible and prepared to sit the certifying examination of the ACVP; the most comprehensive exam in the discipline. Historically, a very high proportion of trainees of the Department of Veterinary Pathology have success on the exam.

- 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.*

The “Learning Charter” was created in 2010 and significantly revised in 2018. This form appears to have been created in 2016 and may not reflect the current document referred to as “Our Learning Charter”.

Nevertheless, veterinary diagnostic pathologists must acquire and maintain appropriate **skills, practices and comprehensive knowledge** and, by being members of the veterinary profession, must not only remain life-long learners, but also document their continuing education. As a medical discipline, veterinary diagnostic pathology is grounded in evidence based science that tends to be reductionist in nature. However, this reductionist approach must also consider larger and more complex phenomena that often includes related disciplines.

A critical aspect of veterinary diagnostic pathology is **recognizing limitations**, including the limitations of one’s knowledge; of biologic tests and the results of those tests; of the current state of scientific investigation; and the impact 1 person can have on the behaviour of others.

Anyone engaged in veterinary diagnostic pathology at the WCVM must interact with a large number of people in a wide range of roles and must exercise **respectful and ethical behaviour** to be successful. They will be supervised by department faculty and PDS professionals; interact with clerical and technical staff, and work alongside peer trainees; supervise undergraduate veterinary students; and, ultimately serve other veterinarians and the public. Respectful and ethical behaviour is modelled by all supervisors, supported through the interactions with staff and peers, and rewarded by the response of students and clients. As stated earlier, graduate students enrolled in the CVDP will require a licence to practice veterinary medicine. The Saskatchewan Veterinary Medical Association is the regulator of the veterinary profession in Saskatchewan, and is dedicated to the protection of the public by ensuring the proficiency, competency and ethical behaviour of its members.

Through verbal and written reports of their investigations and conclusions – which are legal documents – participation in departmental seminars, and participation in national and international meetings and conferences, graduate

students enrolled in the CVDP program will develop **effective and persuasive communication skills**.

The teaching philosophy of the CVDP is “**learning by doing**”, i.e., experiential learning. This experiential learning occurs in a nurturing and supportive environment with the degree of supervision tailored to the individual student. In terms of skill and practice development, the CVDP is conducted within a modern, full service, internationally accredited veterinary diagnostic laboratory. In terms of intellectual growth and the acquisition of knowledge, the CVDP is supported by highly qualified, dedicated educators and all of the resources available at USask.

“So as we continue on our learning journey, like the river we sit beside, the” Department of Veterinary Pathology “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.”

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

We know that the greatest demand for the CVDP will come from graduate students who have already completed a degree – primarily the MVetSc degree, but also the MSc with Diagnostics and PhD degrees – through the Department of Veterinary Pathology. However, any qualified individual (see section 2. **Admissions** above) is eligible to enrol in the CDVP program that is unique in Canada and possibly North America.

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

The successfulness of the CVDP program will be measured by (i) the demand for the program, (ii) the proportion of the CVDP graduate students who pass the ACVP certifying exam and are granted Diplomate status, and (iii) the number of our graduate students who find employment in a field of veterinary diagnostic pathology.

The number of applicants for, and graduates students accepted into, the CVDP program will be known on an annual basis and the rolling average assessed every 3 to 5 years. We expect 3 of our current graduate students to apply to enter the CDVP program in 2021 (and there may be others) and anticipate 2 of our incoming graduate students to enter the program in 2022 (and there may be others).

While the ACVP is a third party, and the decision to write the certifying exam lies with the individual graduates student, all, or almost all, of the graduate students

who enter the current Senior Residency do so with the intention of writing the certifying exam. The proportion of our graduate students who write and then pass the exam will be known.

During the past 2 Systematic Program Reviews, the department has received high praise for preparing graduate students to enter careers in veterinary diagnostic pathology and has been described as being “preeminent” in this regard. The profession is a relatively small community, and we stay in contact with our graduates. Monitoring our graduate’s career status is easily achieved.

- 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.*

The WCVM is fully accredited by the American Veterinary Medical Association’s Council on Education. While this accreditation applies to the undergraduate veterinary program, it also reflects the resources and environment available to our graduate students. As stated above, the department has been through 2 Systematic Program Reviews and has received higher than passing grades. Finally, the department is recognized by the ACVP as offering “programs specializing in anatomic and clinical pathology residency training and graduate education”.

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 CVDP program, like the current Senior Residency, will be a critical step in the progression of our MVetSc students from entry-level trainees to independent, certified diagnosticians. The MVetSc degree is 2-years in duration and provides graduate students with a solid foundation in veterinary diagnostic pathology. The CVDP program will provide these graduate students with the opportunity to gain additional experience, often with an increasing level of independence, and engage in self-directed study that will (i) prepare them for careers as independent veterinary diagnostic pathologists and (ii) gain eligibility to write the certifying examination of the ACVP. Other graduate students, who have completed other graduate programs in veterinary diagnostic pathology, both in the department and from other institutions, can also gain additional experience in veterinary diagnostic pathology, participate in teaching, and engage in scholarly activities that will benefit them in their future careers.

The CVDP will likely not play a role in the training of graduate students in other departments of the WCVM or other programs at USask. However, it is conceivable that graduate students who complete a CVDP may wish to pursue a PhD degree.

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

The approval process for this CVDP was initiated in 2018. At that time the Graduate Chair for the Department of Veterinary Pathology had consulted with the Associate Dean (Research and Graduate Studies), WCVM, about the need to have our Senior Residents become members of the CGPS like other residents in other college departments, i.e., Small Animal Clinical Sciences and Large Animal Clinical Sciences. This need has become more acute. As stated above (item 4a) the CVDP will likely not play a role in the training of graduate students in other departments of the WCVM or other programs at USask. Therefore, formal consultation with other units was not considered necessary.

- 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.*

The CVDP will not involve courses or other resources from colleges outside the Department of Veterinary Pathology and the WCVM other than involvement with the CGPS.

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

The CVDP will replace the existing Senior Residency. As such, all library resources are currently available.

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

The CVDP will replace the existing Senior Residency. The impact of this change on veterinary associations, professional colleges and associations, potential employers, and other groups is negligible.

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 10 faculty and 4 clinical associates that, at various times and for different durations, regularly participate in the supervision of Senior Residents. The level of supervision varies with the graduate student, the subspecialties a given graduate student pursues, and the involvement of any adjunct faculty, and is, therefore, difficult to quantify. Supervision might also be incorporated into an instructor's assigned duties. However, it is also anticipated, depending on the skills and interests of the graduate student, that graduate students may relieve faculty and clinical associates from their assigned (teaching) duties. This will not change with the implantation of the CDVP.

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

While the Senior Residency is being eliminated, it is being replaced by the CVDP program. There is no net increase or decrease in the commitment to supervision.

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

The CVDP will replace the existing Senior Residency. The assignments of teaching / supervision within the department and for each instructor will not be affected.

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

The CVDP will replace the existing Senior Residency. The allocation of budget and space will not change. There will be a small administrative change in that course and program coordination will shift from the department head to the graduate chair.

- 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.*

Generally, almost all of the CVDP programs will be delivered within the WCVM through PDS, Inc. Should a graduate student wish to pursue opportunities

outside the WCVM it will be at their expense. Although, other funding opportunities would be considered.

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

The existing Senior Residency is not an interdisciplinary program. Similarly, the proposed CDVP will not be an interdisciplinary program.

- 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?*

Currently, trainees enrolled in a Senior Residency are not graduate students. If approved, the CVDP program would be part of the CGPS and would require participants to enrol as graduate students, which would provide them eligibility for various forms of financial support and other benefits.

Most importantly, the primary source of financial support for Senior Residents in the past, the Interprovincial Graduate Student Fellowship Fund, has been administered by the WCVM and will soon only be available to graduate students registered with the CGPS.

- 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).*

Tuition for the CDVP will be the CGPS standard per-term rate that is assessed for other students in the department.

- 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)*

The CVDP will replace the existing Senior Residency. The costs of program delivery will not change.

- 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?*

Our target enrolment will be 2 to 4 graduate students per year. Over the past 7 years, the department has trained 14 Senior Residents, an average of 2 per year with a range of 0 to 5 per year. The CDVP program will be sustainable if there

are no applicants in a given year and we will be able to accommodate increased enrolment, under exceptional circumstances, for short periods.

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

The CVDP will replace the existing Senior Residency. Currently, Senior Residents do not pay tuition. Therefore, all tuition paid by graduate students enrolled in the CVDP program is 'new' revenue. We anticipate training, on average, 2 graduate students per year.

- 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?*

Recently, and generally over the history of the department, the number of applicants seeking training in veterinary diagnostic pathology exceeds the number we can accommodate. While only a proportion of the applicants have applied for the Senior Residency, because most of the applicants have been our students, the demand is predictable and, therefore, manageable.

Our target enrolment will be 2 to 4 graduate students per year. Over the past 7 years, the department has graduated 14 Senior Residents, an average of 2 per year with a range of 0 to 5 per year. The CDVP program will be sustainable if there are no applicants in a given year and we will be able to accommodate increased enrolment, under exceptional circumstances, for short periods. Keep in mind that there are several subspecialties within the discipline of veterinary diagnostic pathology and different graduate students are often interested in a different combination of experiences.

There are potentially 2 limiting resources. One is the availability of qualified supervisors and the other is the amount of diagnostic material submitted to PDS. The department has over 50 years of experience managing its workload and the submissions to PDS are steady and predictable. It is helpful that PDS's largest client is the WCVM. In addition, the animal agriculture sector is vital to the Saskatchewan economy and the veterinary profession is strong within Saskatchewan and throughout Western Canada. We do not foresee a shortage of diagnostic material. The CWHC and AHC-BC are other sources of diagnostic material.

- 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).*

The CVDP will replace the existing Senior Residency. There are no additional or incremental costs associated with delivering the CVDP. The (i) total resources needed to deliver the program will not change such that the (ii) existing resources will continue to meet the total cost. There is no need for (iii) additional funding.

- 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, future conditions, or both. 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.*

There are no incremental program costs associated with replacing the existing Senior Residency with the CVDP. Therefore, there is no need for new sources of funding.

College Statement

Please provide here or attach to the online portal, a statement from the College that 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 that is relevant to this proposal, such as:

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature <i>Trout Bollinger</i>

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

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

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

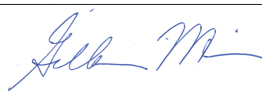
Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature



College Approval Date

August 7, 2020



COURSE SYLLABUS

COURSE TITLE:	Advanced Veterinary Diagnostic Pathology		
COURSE CODE:	VTPA 854.9	TERM:	Terms 1, 2 and 3
COURSE CREDITS:	9	DELIVERY:	Practical
CLASS SECTION:	Department of Veterinary Pathology, Western College of Veterinary Medicine https://wcvm.usask.ca/departments/vet-pathology.php	START DATE:	August 15
CLASS LOCATION:		LAB LOCATION:	Prairie Diagnostic Services, WCVM
CLASS TIME:		LAB TIME:	
WEBSITE:			

Course Description:

This course represents the only credit course requirement of the Certificate in Veterinary Diagnostic Pathology (CVDP) program. The program provides veterinarians who have recently completed a formal training program in veterinary diagnostic pathology an opportunity to gain additional training in various aspects of veterinary diagnostic pathology. Participants can either become eligible for, or further prepare for, the certifying examination of the American College of Veterinary Pathologists (ACVP) or, possibly, other veterinary specialties such as the American Association of Avian Pathologists (AAAP).

Graduate students enrolled in Advanced Veterinary Diagnostic Pathology will participate in the diagnostic activities of Prairie Diagnostic Services, Inc. (PDS); the Canadian Wildlife Health Cooperative at the WCVM (and other locations in Canada); the Animal Health Centre in British Columbia; or other approved veterinary diagnostic laboratories. An equally important focus of course participants is intensive self-study, particularly of the materials contained in the reading lists published by the ACVP or other veterinary specialties.

Enrollees will also participate in departmental seminar series (VTPA 990 and VTPA 991) and may gain supervisory and teaching experience by supervising trainees in veterinary diagnostic pathology who are early in their programs, instructing and supervising undergraduate veterinary students engaged in veterinary diagnostic pathology, or both. Involvement in research, other scholarly activities, or both; preparation and delivery of undergraduate veterinary student lectures and labs; and attendance and participation in relevant national and international meetings and conferences is encouraged.

Prerequisites:

Individuals wishing to enroll in this course will have been accepted into the Certificate in Veterinary Diagnostic Pathology program. They must (i) be a graduate of a recognized

program of veterinary medicine, (ii) have prior training and demonstrated competence in veterinary diagnostic pathology, and (iii) be eligible for licensure by the Saskatchewan Veterinary Medical Association.

Learning Outcomes:

By the completion of this course, students will be expected to:

1. Function as independent veterinary diagnostic pathologists.
2. Be eligible and well prepared to write the certifying examination of the ACVP, AAAP or, possibly, other specialties approved by the American Board of Veterinary Specialties of the American Veterinary Medical Association.
3. Contribute to the veterinary profession through activities such as, but not limited to, service and various forms continuing education.

Course Overview:

The CVDP program will typically start and end in mid-August and comprises 48 weeks (16 weeks per term) about equally divided into 24 weeks of veterinary diagnostic pathology, teaching, or both; and 24 weeks of additional diagnostic work, research, scholarly activity, intensive self-study, and participation in relevant national or international meetings as determined by the student and their Advisory Committee. Two weeks of the year are available for vacation and 2 weeks fall on statutory holidays and other university closures.

Instructor Information:

Advanced Veterinary Diagnostic Pathology will be coordinated by the Head of the Department of Veterinary Pathology or their designate, typically the Graduate Chair.

Course instructors or supervisors will include various highly qualified, veterinary pathologists who are members or adjunct members of the department. Currently the Department of Veterinary Pathology includes 10 faculty and 4 clinical associates. Adjunct faculty include all veterinary pathologists employed by PDS, all veterinary pathologists employed by the Animal Health Centre in British Columbia, and others. Currently, the department includes 22 adjunct faculty.

Grading Scheme:

Graduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail' based on an assessment rubric, as well as instructive feedback for each week they participate in any activity other than self-study, which will not be graded. The supervising pathologist will assign the grade when the graduate student is engaged in veterinary diagnostic pathology and by the graduate student's program supervisor or the course coordinator when the graduate student is engaged in activities other than veterinary diagnostic pathology, with the exception of self-study, which will not be graded. A grade of 'minimal pass' will indicate an acceptable performance, but a performance that raises serious concerns that need to be addressed and corrected.

Criteria That Must Be Met to Pass

To pass Advanced Veterinary Diagnostic Pathology, students must consistently receive a passing grade on their weekly evaluations. Three failing grades will result in failure of the course. Failure of the course will result in a recommendation being submitted to the College of Graduate and Postdoctoral Studies that the student be required to discontinue.

The course coordinator must be notified when a graduate student receives a grade of 'minimal pass' or 'fail'. As soon as is reasonably possible following notification, the course coordinator will convene a meeting of the student's Advisory Committee to discuss the reasons for the grade and the expectations for earning passing grades in the future. Three failing grades will result in failure of the course.

Attendance and Participation:

Excepting reasonable circumstances related to health, safety, and personal events, graduate students in Advanced Veterinary Diagnostic Pathology are expected to carry out their scheduled activities to the best of their ability. Scheduled activities are those agreed to by the graduate student and their Advisory Committee and considering the relevant veterinary diagnostic pathology duty rosters created by PDS in consultation with the Department of Veterinary Pathology.

Integrity Defined (from the Office of the University Secretary):

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

Examinations with Access and Equity Services (AES):

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy

and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Student Supports:

Student Learning Services:

Student Learning Services (SLS) offers assistance to University of Saskatchewan graduate students. For information on specific services, please see the SLS web site at <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division:

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site at <http://students.usask.ca>.

Financial Support:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central at <https://students.usask.ca/student-central.php>.

Aboriginal Students Centre:

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page at <https://www.facebook.com/aboriginalstudentscentre/> to learn more.

International Student and Study Abroad Centre:

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

The University of Saskatchewan Learning Charter states our shared pursuits, commitments and responsibilities as we come together in a university community of life-long and life-wide learners. It 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. A copy of the Learning Charter can be found at <https://teaching.usask.ca/about/policies/learning-charter.php>.

Advanced Veterinary Diagnostic Pathology

Department of Veterinary Pathology
Western College of Veterinary Medicine

Advanced Veterinary Diagnostic Pathology is a 9-credit unit, yearlong course that provides qualified veterinarians with an opportunity to enhance and refine their diagnostic skills, engage in intensive self-study, participate in undergraduate and graduate level teaching and supervision, and contribute to various forms of scholarly activity. Given this range of opportunities and responsibilities, as well as the diversity of veterinary diagnostic pathology, this grading rubric is necessarily broad in scope. However, regardless of the opportunity, activity or responsibility, the graduate student is expected to be adequately prepared, eager, engaged and careful in order to be as effective as necessary.

Graduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail', as well as instructive feedback for each week they participate in any activity other than self-study, which will not be graded. The supervising pathologist will assign the grade when the graduate student is engaged in veterinary diagnostic pathology and the graduate student's program supervisor or the course coordinator will assign the grade when the graduate student is engaged in activities other than veterinary diagnostic pathology, with the exception of self-study, which will not be graded.

Grade	Criteria
Fail	Failed to participate in the agreed to opportunity, activity or responsibility; or Participated in the opportunity, activity or responsibility, but was inadequately prepared to be effective and valuable; or Participated in the opportunity, activity or responsibility, but demonstrated a near lack of enthusiasm, engagement or care such that they were not sufficiently effective and valuable.
Minimal pass*	Participated in the opportunity, activity or responsibility, but was minimally prepared, enthusiastic, engaged, careful, or some combination of these expectations and, therefore, was minimally effective and valuable.
Pass	Participated in the opportunity, activity or responsibility and was sufficiently prepared, enthusiastic, engaged and careful such that they were effective and made a valuable contribution.

*A grade of 'minimal pass' will indicate an acceptable performance, but a performance that raises serious concerns that need to be addressed and corrected.

In veterinary diagnostic anatomic pathology, specific skills that will be assessed include the following. When the graduate student receives assistance with various procedures, the graduate student remains responsible for their proper execution.

- Read and consider the clinical history provided and understand the reason for the submission and the diagnostic question or questions to be answered.

- Perform a thorough and efficient dissection and examination of the animal or tissues submitted while maintaining personal safety and biosecurity.
- Observe and differentiate ante-mortem from post-mortem changes.
- Formulate appropriate morphologic diagnoses for ante-mortem changes, i.e., lesions; consider differential diagnoses; and generate a list of possible etiologic diagnoses.
- Develop and pursue a diagnostic strategy by selecting and submitting appropriate samples for ancillary procedures, e.g., histologic (microscopic) examination; bacterial and fungal culture; virus detection and identification; examination and identification of parasites; toxicologic analysis; immunohistochemical testing; PCR testing; radiography.
- Interpret and summarize the results of the gross exam and ancillary procedures and provide a written report that includes a diagnosis, answers to other questions, and relevant comments suitable for the client, i.e., animal owner, referring veterinarian, researcher, regulatory official, other.
- Provide, when appropriate, general recommendations for the treatment or prevention of disease in other animals.
- Effective and profession consultation – in person, via telephone, or written, e.g., email – with the submitting animal owner, referring veterinarian, researcher, regulatory official, or other, as required.

In veterinary diagnostic surgical pathology, i.e., the examination of biopsies, specific skills that will be assessed include the following. When the graduate student receives assistance with various procedures, the graduate student remains responsible for their proper execution.

- Read and consider the clinical history provided and understand the reason for the submission and the diagnostic question or questions to be answered.
- Identify and describe the tissue or tissues received.
- Appropriately dissect and process the tissue or tissues for histologic (microscopic) examination.
- Interpret and summarize the results of the gross and histologic exams, and provide a written report suitable for the client, and includes a diagnosis, answers to other questions, comments regarding prognosis, and, broadly, options for treatment of the patient.
- Recommendation of ancillary procedures.
- Effective and profession consultation – in person, via telephone, or written, e.g., email – with the submitting veterinarians as required.

In veterinary diagnostic clinical pathology, specific skills that will be assessed include the following. When the graduate student receives assistance with various procedures, the graduate student remains responsible for their proper execution.

- Independently interpret most hematology, biochemistry, urinalysis, endocrine, and cytology submissions.
- Write up cases in a concise, complete style appropriate for the ACVP board exam.
- Write up submissions in a timely manner.
- Interpret a large volume of cases daily.
- Interpret unusual or challenging submissions with help from other pathologists and by searching the literature.
- Comfortably present clinical pathology rounds to an audience.
- Recommend ancillary procedures.
- Effective and profession consultation – in person, via telephone, or written, e.g., email – with the submitting veterinarians as required.

November 18, 2020

Dear Dr. Bollinger,

Thank you for submitting the proposal entitled “Certificate in Veterinary Diagnostic Pathology” to the Dean’s Group and the Executive Committee of the Western College of Veterinary Medicine.

This letter is to express full support for your proposed departmental program. Your proposal was reviewed by members of the Dean’s Group and also by the Executive Committee of the Western College of Veterinary Medicine.

A vote in unanimous support for this proposal by members of the WCVI Executive Committee occurred on November 18, 2020.

This proposal does address the major issues that were raised regarding the program. Currently, senior fellows are provided graduate student funding when they are not officially enrolled in a graduate program. This has also created inequities with similar clinical trainees in other departments within the WCVI.

Your new proposal has addressed both concerns. It also ensures the ability of the Department of Veterinary Pathology and the College to continue training the needed experts of the future in veterinary pathology.

Thank you for all the care and attention your department gave to putting this proposal together.

Sincerely,



Dr. Elisabeth Snead
BSc., DVM, MSc, Diplomate ACVIM (Small Animal)
Professor, Small Animal Medicine
Associate Dean of Research and Graduate Studies
Director of the Feline Hyperthyroid Program
University of Saskatchewan

Clement, Kelly

From: Allen, Andy
Sent: Wednesday, November 18, 2020 10:22 AM
To: Burshtyn, Debby; Clement, Kelly; Snead, Liz
Subject: Fw: ACVP Training Program Message

Hello Debby, Kelly, and Liz.

Please see the attached string of messages. Should anyone ask, I have consulted with the ACVP, and both the Chief Operations Officer and the Chair of the Credentials Committee (or similar) are aware of our proposed change and believe that the change will have no effect on the quality of our training program or the ability of our graduates to challenge the ACVP's certifying examination.

Please let me know if you have any additional thoughts, questions, or concerns.

Regards,
Andy

Professor
Department of Veterinary Pathology
Western College of Veterinary Medicine
University of Saskatchewan
52 Campus Drive
Saskatoon, SK, Canada S7N 5B4
Ph: 306-966-7294

From: Bridget Garner <garnerb@uga.edu>
Sent: Wednesday, November 18, 2020 10:05 AM
To: Durham, Amy C <amycd@vet.upenn.edu>; Allen, Andy <andrew.allen@usask.ca>
Cc: Amy Overby (aoverby@reesgroupinc.com) <aoverby@reesgroupinc.com>
Subject: RE: ACVP Training Program Message

Hello Amy! Thanks for your message.

Based on the information you've provided, I don't think these changes will interfere with the credentialing process. As long as the program is supervised by ACVP Diplomates, the trainees get direct supervision by said Diplomates, and the program considers resident training to be one of its primary functions, then the 36 months of training will be sufficient for the standard route. For what it's worth, the residents at UGA are housed within the Graduate school (and more specifically a certificate program).

Best,
Bridget

*Bridget Garner, DVM, PhD, Diplomate ACVP (Clinical Pathology)
Associate Professor
College of Veterinary Medicine
University of Georgia
501 D.W. Brooks Drive*

Athens, GA 30602
(706) 542-5847 (office)

From: Durham, Amy C <amycd@vet.upenn.edu>
Sent: Wednesday, November 18, 2020 10:55 AM
To: Allen, Andy <andrew.allen@usask.ca>; Bridget Garner <garnerb@uga.edu>
Cc: Amy Overby (aoverby@reesgroupinc.com) <aoverby@reesgroupinc.com>
Subject: RE: ACVP Training Program Message

[EXTERNAL SENDER - PROCEED CAUTIOUSLY]

Hi Bridget – hope all is well with you!

I have a quick credentialing question. Dr. Allen from the University of Saskatchewan is making a small change to their program and wants to ensure that this will not affect trainee credentialing for the ACVP exams. I will let him fill in any gaps, but essentially this is my understanding:

Currently, trainees are enrolled in the graduate school in their first two years; some years ago, the department created a “senior resident” position to get the third year of training for ACVP board exam eligibility- this position was outside of the graduate program. Now, the school is making some organizational changes such that this senior resident position will transition into a certificate program housed within the graduate school. Functionally, these trainees will continue to have 36 months of training under the supervision of ACVP boarded pathologists.

Can you please confirm that these individuals will still be credentialed, assuming all other requirements of their application are met?

Best,
Amy

Amy C. Durham, MS, VMD, Dipl. ACVP
Associate Professor, Department of Pathobiology
Chief Operations Officer, American College of Veterinary Pathologists
University of Pennsylvania | School of Veterinary Medicine
MJR-VHUP | Room 4041 | 3900 Delancey Street
Philadelphia, PA 19104
T 215.898.8822 | E amycd@upenn.edu

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Hi Dr. Allen,

Please reach out to ACVP’s COO, Dr. Amy Durham to discuss your situation. She is copied on this message.

Thank you,

Amy T. Overby, MS, CAE
Executive Director
American College of Veterinary Pathologists

aoverby@acvp.org

www.acvp.org



In the interests of time, I was wondering if I could speak to someone about a change we are making in our training program and whether this change would affect how we are viewed as a training program by the ACVP.



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

116-110 Science Place, Saskatoon SK S7N 5C9 Canada

Telephone: 306-966-5751

Email: grad.studies@usask.ca

Dear Dr. Andy Allen,

I am pleased to support the proposal to create a graduate Certificate in Veterinary Diagnostic Pathology.

The proposed certificate program will complement the existing 2-year Master of Veterinary Science in Pathology (Project Based) program and the 3-year Master of Science in Diagnostic Pathology (Thesis-based) that are open to students with a DVM degree. The certificate program will replace an existing Senior Residency program in Veterinary Pathology that operated outside of the auspices of CGPS.

As a competency-based largely “experiential learning by doing” program, the structure of the certificate as a single 9-credit pass/fail course is appropriate. The learning outcomes of the certificate are aligned with preparing for the American College of Veterinary Pathologists certification that provides a credential for employment as a veterinary pathologist. The WCVM provides a first-rate environment for training such students in veterinary diagnostic pathology.

The Certificate will provide a credential for an existing year of residency and allows students who obtain a master’s in veterinary pathology elsewhere to finish training at the University of Saskatchewan. I appreciate the motivation to create the certificate which allows more flexibility for students and students may do the master’s elsewhere than to simply extend the existing master’s program for a third year to encompass the senior residency training. I recognize this is quite unique credential in Canada to provide training to become independent certified diagnosticians, the closest program a one-year Graduate Diploma in Pathobiology (Ontario Veterinary College, University of Guelph) geared toward mid-career working veterinarians who want to upgrade skills.

I understand that no new resources for instruction from WCVM are required as it replaces the existing Senior Residency program and student financial supports will be available through WCVM. This aligns well with our institutional goals to provide funding for graduate students. CGPS is prepared to supply the required resources for CGPS’s role the administration of an additional certificate program.

I thank you for creating this certificate that maintains flexibility for students as well as access to student supports.

Sincerely,

A handwritten signature in blue ink, appearing to read "Debby Burshtyn".

Debby Burshtyn, PhD
Dean, College of Graduate and Postdoctoral Studies
Professor, Biochemistry, Microbiology and Immunology



MEMORANDUM

TO: Andrew Allen, Department of Veterinary Pathology, Western College of Veterinary Medicine (WCVM)
Elisabeth Snead, Associate Dean, Research and Graduate Studies, WCVM

FROM: David Burgess, Vice Chair, Planning and Priorities Committee of Council

DATE: December 3, 2020

RE: **Proposed Certificate in Veterinary Diagnostic Pathology**

On behalf of the Planning and Priorities Committee (PPC) of Council, thank you for attending the meeting of December 2, 2020 to discuss the proposed Certificate in Veterinary Diagnostic Pathology.

The Committee members appreciate the motivation for establishing a stand-alone certificate, and agree that it will benefit the students. The assessment of the financial sustainability of the program was positive. At the meeting, the Committee passed a motion to forward the proposal to the Academic Programs Committee for decision.

Please do not hesitate to contact me if you have any questions.

Kind regards,

David Burgess
Vice Chair, Planning and Priorities Committee
University of Saskatchewan

BE WHAT THE WORLD NEEDS

- c. Darrell Mousseau, Chair, PPC
- Gillian Muir, Acting Dean, WCVM
- Melissa Just, Interim Provost and Vice-President Academic
- Russ Isinger, University Registrar
- Chelsea Willness, University Secretary and Chief Governance Officer
- Susan Detmer, Chair, Academic Programs Committee of Council

From: [Smith, Martha](#)
To: [Isinger, Russ](#); [Warrington, Seanine](#)
Cc: [Doell, Jason](#); [Clement, Kelly](#); [Zagiel, Eileen](#); [Vuong, Lucy](#)
Subject: RE: Consultation with the Registrar Form - Graduate Certificate in Veterinary Diagnostic Pathology
Date: Thursday, November 19, 2020 11:34:34 AM

Approved.

Martha Smith, PhD
Professor of History and
Interim Associate Dean
College of Graduate and Postdoctoral Studies
Thorvaldson Bldg. University of Saskatchewan
116-110 Science Place
Saskatoon, SK S7N 5C9

BE WHAT THE WORLD NEEDS

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

From: Isinger, Russ <russell.isinger@usask.ca>
Sent: Thursday, November 19, 2020 10:58 AM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Smith, Martha <martha.smith@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: Re: Consultation with the Registrar Form - Graduate Certificate in Veterinary Diagnostic Pathology

Approved.

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan
E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - [306-966-6723](tel:306-966-6723)

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I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Make your mark on a student's life with a gift today at give.usask.ca/students

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Sent from Russell Isinger's iPhone XSMAX

On Nov 19, 2020, at 9:51 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Dear Russ and Martha,

Please see the completed Consultation with the Registrar Form to propose the following new graduate certificate for May 2021:

- Graduate Certificate in Veterinary Diagnostic Pathology

The tuition is standard graduate per term tuition, so there are no tuition implications.

Please "reply-all" with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan

Teaching, Learning and Student Experience

Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

<FINAL Grad Cert Vet Diag Path - Consultation with the Registrar Form.xls>

Consultation with the Registrar Form

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

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

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

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

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

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

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

Graduate Certificate in Veterinary Diagnostic Pathology [GCVDP - Grad Cert in Vet Diagn Path - suggested Banner code and description]

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

G. Cert.

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

Not applicable

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

Degree level

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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7 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:

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

College of Graduate and Postdoctoral Studies [GP]

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

Not applicable

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

No - existing DGPA [Diagnostic Pathology] major will be used

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

Not applicable

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

1 Is this a new program?

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

Is an existing program being revised?

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

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

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

Graduate Certificate in Veterinary Diagnostic Pathology [GCVDP - Grad Cert in Vet Diagn Path - suggested Banner code and description)

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

Graduate Certificate in Veterinary Diagnostic Pathology [GCVDP-GP - Grad Cert in Vet Diagn Path - suggested Banner code and description)
--

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

Not applicable

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

Graduate and Postdoctoral Studies [GP] / Veterinary Pathology [VTPA]
--

6 Is this a replacement for a current program?

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

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?

Not applicable

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Not applicable

Section 3: Mobility

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

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

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes No Revised

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

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

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

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

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

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

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

Yes No Revised

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

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

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

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

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

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

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

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

1 Is this a new college, school, center, or department?

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

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

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

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

2 What is the name of the new (or renamed or deleted) 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 or deleted) 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?

Yes No

If NO, please describe.

Students alternate weeks doing clinical rotations and self-study. As such, room scheduling is not applicable.

- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes No

If YES, please describe.

Will be accommodated within the Western College of Veterinary Medicine and/or Prairie Diagnostic Services.

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 - these students will NOT be in another program at the same time

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

YYYY05 [May]

3 Does this impact enrollment?

Slight increase

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

Refer to the Department of Veterinary Pathology

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

No

6 What is the application deadline?

YYYY05 [May]

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

- Graduate of a recognized program of veterinary medicine and therefore have earned a DVM degree or equivalent
- Have prior training and demonstrated competence in veterinary diagnostic pathology
- Possess a weighted average of at least 75% (U of S grade equivalencies) during their veterinary diagnostic pathology training program (as applicable)
- Submission of 3 strong letters of reference that predict success in a busy veterinary diagnostic pathology training program
- Provide evidence, if necessary, of proficiency in English consistent with the requirements of the College of GP
- Be eligible for licensure by the Saskatchewan Veterinary Medical Association

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.)

N/A

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

As per current set-up

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

Online application and checklist items (transcripts, proof of prior degree, CV/resume, letters of reference, proof of English proficiency)

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

College of Graduate and Postdoctoral Studies

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

No

13 Will the standard application fee apply?

Yes

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

All applicants will pay the application fee.

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No - as a certificate

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

3 When is the first class expected to graduate?

Spring Convocation 2022

4

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

Anticipate 5 students per year maximum

Section 11: Schedule of Implementation Information

1 What is the start term?

202105 [May 2021]

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

Yes No

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

NA

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

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

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

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

Yes No

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

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

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

Yes No

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

7 Is there mobility associated with this program termination? Yes No

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes No

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input checked="" type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

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

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

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

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

- | | | | | |
|---|-----|--------------------------|----|--------------------------|
| 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 2 Has TLSE, Admissions, been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4 Has CGPS been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 5 Has TLSE, Transfer Credit, been informed about any new / revised courses? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 7 Has the Library been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 8 Has ISA been informed of the CIP code for new degree / program / major? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 10 Has the Convocation Coordinator been notified of a new degree? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 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 | | <input type="checkbox"/> | | |
| <u>OR</u> | | | | |
| b. Fee Review Committee | | <input type="checkbox"/> | | |
| c. Institutional Planning and Assessment (IPA) | | <input type="checkbox"/> | | |
| d. Provost's Committee on Integrated Planning (PCIP) | | <input type="checkbox"/> | | |
| e. Board of Governors | | <input type="checkbox"/> | | |
| f. Other | | <input type="checkbox"/> | | |

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):