Please note the following steps for the May 20th meeting:

- **Thursday May 20th from 2:30 – 4:30 pm**: We will host a virtual WebEx meeting with access to the link provided, you do not need a WebEx account to join the meeting. The virtual meeting will have access to both video and audio with everyone’s microphones automatically muted (red icon). Video will be enabled for the presenters of the Council Meeting use only. Please be sure to turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.

- **Motions**: Only voting members can move or second a motion. Please use the ‘Chat’ function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.

- **Questions or Comments**: If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. Please do not type your question or comment directly into the chat dialogue box.

- **Attendance and quorum** will be determined by the list of participants at the virtual WebEx meeting.

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In 1995, the University of Saskatchewan Act established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2020/21 academic year marks the 26th year of the representative Council.

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

niyanān onikānēwak kā māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta ṣāpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa ṣāpihtawikosānak osci ʻota askihōk ēkwa kāwī ta kiskēhtamahk kiwahkohtowiniwā.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaa aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wīkicik kii Michif. Li rispay ni miyanaaaniik kii Praamyayr Naasyoon pi ni waahkoomaakanuk kii Michif iita kaa maashakoonitooyaahk pi ni shoohkamonmoonhtiyan ka ishi waakoomtooyaahk.
9. **Pandemic Response and Recovery Team (PRT) Verbal Report** – presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair

10. **Student Societies**
   10.1 Report from the USSU - Tasnim Jaisee, USSU President
   10.2 Report from the GSA - Rifat Zahan, GSA President

11. **Scholarships and Awards Committee**
    11.1 Report for Information: Best and Brightest Scholarships Recipients 2021 Verbal Report – presented by Tracie Risling

12. **Planning and Priorities Committee**
    12.1 Report for Information: University Plan 2025 Update – presented by Dr. Airini, Provost and VP Academic
    12.2 Report for Information: Update on the Provincial Budget 2021-22 - presented by Dr. Airini, Provost and VP Academic and Greg Fowler, Vice-President Finance and Resources

13. **Nominations Committee**
    13.1 Request for Decision: Appointment of GAA members to the Associate Vice Presidents, Research Search Committee
       
       *It is recommended that the following three GAA members nominated be appointed to the Deputy Provost search committee. Candidates are:*
       1. Stephan Milosavljevic, Physical Therapy
       2. Curtis Pozniak, Crop Development Centre
       3. Debbie Pushor, Curriculum Studies

    13.2 Request for Decision: Appointment of One Senior Administrator to the Dean of Edwards School of Business Review Committee
       
       *It is recommended that the Trever Crowe, Associate Dean, College of Agriculture and Bioresources, be appointed to the Review Committee for the Dean of the Edwards School of Business, Keith Willoughby.*

    13.3 Request for Decision: Council Committee Omnibus Nominations 2021/22
       
       *It is recommended that Council approve the slate of nominations to University Council committees for 2021-22 effective July 1, 2021, as attached.*

14. **Academic Programs Committee**
    14.1 Request for Decision: Graduate Degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action
       
       *It is recommended that Council approve the graduate degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action, effective May 2022.*

    14.2 Report for Information: Bachelor of Science in Applied Computing

    14.3 Report for Information: Termination – Minor in Digital Culture and New Media

15. **Governance Committee**
    15.1 Request for Decision: Nominations to the Nominations Committee for 2021/22
       
       *It is recommended that Council approve the nominations to the Nominations Committee for 2021-22 effective July 1, 2021, as attached.*

    15.2 Request for Input: Inventions Policy

    15.3 Request for Input: Living Our Values Policy
16. Research, Scholarly and Artistic Works Committee
   16.1 Request for Input: Revisions to the Responsible Conduct of Research Policy

17. Other business
18. Question period
19. Adjournment

Next Council meeting is June 17, 2021 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the coordinating committee: May 21, 2021.
In early March I expressed optimism and confidence about a significant increase to in-person, on campus programming for the Fall 2021 Term. Although COVID-19 case counts are currently high in Saskatchewan, we remain confident that, with the rapid deployment of vaccines and the support of the Ministry of Health and the Chief Medical Health Officer, our continued planning for a more open Fall Term can proceed.

While we are preparing to have many more programs, classes and labs return to in-person delivery in September, the Fall Term should be considered “transitional” as we will continue to offer some classes remotely. We will likely not complete our full transition out of pandemic operations until at least January 2022, at the beginning of Winter Term.

Alongside the increase of in-person teaching and research activity, there will be an increase in available services on our physical campuses. Student Residences will be more fully opened to safely accommodate the increase in students on campus. So, too, will food service outlets that are operated by USask, like Marquis Culinary Centre. Additional in-person student services will be phased back in to offer needed face-to-face contact for those on campus. Again, all of these in-person services will be following strict health and safety measures to protect the health and wellness of our university community.

We’ve learned a great deal over the past year, including how to quickly move to a completely remote learning and working environment. The transition back to in-person activities won’t be as quick, but we will ensure that those members of our community who are returning to learn and work on our campuses will have the necessary protections to keep them safe. We will continue to follow the directions given by Public Health and the Chief Medical Officer. USask’s Pandemic Response and Recovery Team has worked closely with government and other partners in the Saskatchewan post-secondary sector to develop and implement plans so we can deliver our programming in the safest ways possible. Based on the unpredictable nature of the pandemic, we will also need to remain flexible and diligent. An updated Framework for Return plan will be provided to the campus community in the next couple of weeks.

It is expected that administrative staff who directly support teaching, learning, and research, and associated student services, will return to campus this fall if their on-campus presence is necessary. As such, other administrative staff currently working from home will continue to work remotely for the time being to reduce the number of people on campus, facilitating the safety of students, faculty, and staff who will be returning. In the coming months, unit leaders will make decisions about who is able to return to campus, and when.

While we are closer to the end of the pandemic than the beginning, we are not through with COVID-19 yet, nor it with us. Current case counts remain high, the spring and summer terms will be primarily remote, and the campus remains closed to all unless approved.
It is the expectation of the university that everyone in the USask community will do everything possible to protect themselves and each other now, and in the Fall, fulfilling public responsibilities by following all public health orders and occupational health and safety guidelines.

It is important to stress that the surest step you can take to prevent COVID-19 and keep the campus safe is through vaccination. The university strongly urges all staff and students get their COVID-19 vaccinations as soon as they are eligible and ask that you encourage your friends and family members to do the same. In case you have questions about getting vaccinated, be sure to look at the information we are regularly updating on the vaccination website.

For all USask students, faculty, and staff, I know there is growing excitement - and some apprehension - as we move towards the Fall Term. September will present a significant step towards the campus life and in-person experiences we remember. There is more planning to do, and additional details about how the fall will look will be announced over the coming weeks. And while it will still be different than fall semesters of the past, I know our campus community will work together to ensure the health and safety of everyone and continue to “protect the pack” as we work toward a full return in winter.

USask Honorary degree recipients to be celebrated at Spring Convocation

I am proud to announce that USask will honor five remarkable individuals during spring convocation, who have gone on to make significant contributions to their communities and to Canadian society throughout their careers. The university will award its highest honor to the following individuals:

Maria Campbell, Honorary Doctor of Letters: A dedicated volunteer, activist and advocate for Indigenous rights and the rights of women and children for more than 40 years, Campbell opened doors for Métis writers when she authored her best-selling autobiography, Half-breed, in 1973. She has since written eight books and dozens of stage plays, including Flight, the first all-Indigenous theatre production in Canadian history. For the past 30 years, Campbell has been a mentor for young people, including USask students, and is the cultural advisor at USask’s College of Law after previously being an Indigenous scholar and writer in residence, and working as an assistant professor and lecturer in the College of Arts and Science. Campbell was made an Officer of the Order of Canada in 2008 and named to the Saskatchewan Order of Merit in 2005.

Trevor Herriot, Honorary Doctor of Letters: An award-winning writer, social justice activist and influential naturalist from Regina, Herriot has authored six books, and has had several stories, essays and articles published in the likes of the Globe and Mail and Canadian Geographic magazine. He has produced radio documentaries for the CBC, is a regular guest on media broadcasts, has appeared in and consulted on several video/film documentaries and has taught university creative writing courses. Herriot, who earned a bachelor’s degree with honours in English from USask in 1979, has received multiple awards and honours, including the prestigious Cheryl and Henry Kloppenburg Award for Literary Excellence in 2017.

That Ngo, Honorary Doctor of Science: After earning his bachelor’s degree and PhD in the 1970s at USask, Ngo went on to become a celebrated biochemist, researcher scientist and innovator, serving as president and CEO of a number of companies in Canada, the United States and China. Ngo has published more than 140 research articles, edited seven books, and holds 14 different industry patents, and was the co-inventor of the Ngo-Lenhoff Assay, a groundbreaking technological procedure that benefits diabetes patients worldwide. In 2016, he was selected one of
the USask College of Arts and Science’s Alumni of Influence and now opens doors for other enterprising students after establishing the That Ngo Fund for Study Abroad at USask.

**Ed Ratushny, Honorary Doctor of Laws:** A nationally regarded legal scholar, author and certified NHL hockey agent, Ratushny earned bachelor’s and law degrees at USask in the 1960s before embarking on an award-winning legal career. He became a trusted advisor to public servants, administrative tribunals, cabinet ministers and Chief Justices from across Canada. In turn, these symbiotic relationships imported broader experience and deeper understanding into Ratushny’s classrooms and his related academic writing. His professional achievements have been recognized by the Order of Canada, the Order of Ontario, an honorary Doctorate from the Ontario Law Society and a variety of additional, prestigious legal awards.

**Bryan Harvey, Honorary Doctor of Science:** A world-renowned barley breeder, Dr. Bryan Harvey (PhD) spent four decades contributing to the field of plant science and to the Canadian agriculture economy through his work with the Crop Development Centre at the University of Saskatchewan. During his time at USask starting in 1966 until his retirement in 2005, Harvey bred or co-bred more than 60 varieties of barley, leading pioneering research that benefitted the brewing industry in North America, Latin America, Asia and South Africa. His work contributed significantly to Canada’s leading role in world malting barley exports and resulted in hundreds of millions of dollars in trade each year. Two of his barley varieties, Harrington and CDC Copeland, earned Seed of the Year honours in 2009 and 2019, highlighting their importance in the seed industry and to crop production in Canada. Harvey was also the author of eight books and book chapters on cultivar development, and close to 50 refereed journal publications during his prolific career. Harvey’s efforts earned him multiple awards and accolades, including being appointed to the Order of Canada in 2007, recognizing his lifetime of outstanding achievement, dedication to the community, and service to the nation. He was inducted into the Canadian Agricultural Hall of Fame in 2020, and was one of only 57 Saskatchewan residents to receive the Queen Elizabeth II Diamond Jubilee Medal in 2012, awarded in recognition of significant contributions to Canada.

Recipients will be honoured on the graduation celebration website on May 31, which can be accessed here: [https://students.usask.ca/academics/graduation.php](https://students.usask.ca/academics/graduation.php)

**USask joins in announcing Herzberg50 and ‘NobelCanadian’ commemoration projects**

As part of a national initiative to mark the 50th anniversary of Gerhard Herzberg’s Nobel Prize in Chemistry, USask is partnering with heritage education organization Defining Moments Canada, Canadian Heritage, and the National Research Council of Canada (NRC) on a major digital project that will showcase Herzberg’s life and achievements to a wide public audience including high school students. An interactive website targeted at youth and teachers will be developed to include innovative digital mapping created by Esri Canada. The project will also be supported by archival and historical research at USask, Herzberg’s academic home for 10 research-intensive years after he was brought to Canada from Germany in 1935, through efforts led by USask’s first president Walter Murray.

Herzberg’s work is a testament to the importance of fundamental research where transformative applications become evident over time. I am proud that Canada and USask welcomed Herzberg and his wife when no other country or university did, and in the process, enabled him to undertake superb work on the journey to the Nobel Prize. His legacy is evident today in so many ways, including at the USask Canadian Light Source where scientists from across Canada and around the world continue to unravel the mysteries of atomic structure.
Further information on the partnered announcement can be found here: https://definingmomentscanada.ca/news/announcing-herzberg50-and-nobelcanadian/

**Federal budget supports USask’s VIDO with $59.2M**

On April 19th, the government of Canada announced $59.2 million in funding to support USask’s VIDO, including the development of its vaccine candidates and the expansion of research facilities, including a National Centre for Pandemic Research. This funding is in addition to the commitments made by the provincial government ($15 million), City of Saskatoon ($250,000), and private donors.

During the COVID-19 pandemic, VIDO has taken a national leadership role. This includes being the first in Canada to isolate the virus that causes COVID-19, the first in Canada to develop an animal model of disease and the first Canadian university organization to have a COVID-19 vaccine in clinical trials. In addition, VIDO has continued to engage with organizations around the world to support the development of novel vaccines, antivirals and therapeutics in an effort to help end the ongoing pandemic.

**USask ranks among the world’s best universities for sustainability and social impact**

For the second year in a row, USask was ranked in the Top 100 overall and even higher in select categories in The Times Higher Education (THE) rankings of universities around the world. USask ranked 13th in Canada for making cities inclusive, safe, resilient and sustainable, according to the THE.

USask also ranked in the top 100 in the following categories:

- Partnership for the Goals (61) measuring universities’ global partnerships for sustainable development;
- Sustainable Cities and Communities (67) measuring universities’ research on sustainability, their role as custodians of arts and heritage and their internal approaches to sustainability; and
- Clean Water and Sanitation (81) measuring universities’ research related to water, their water usage, and their commitment to ensuring good water management in the wider community.

The 2021 Impact Rankings is the third edition, and the overall ranking this year included 1,115 universities from 94 countries and regions.

More comprehensive results are available on the [THE website](https://www.timeshighereducation.com/rankings/impact-rankings).
Hello Council Chair, members, and visitors. Bonjour à tous.

Thank you for this opportunity to provide my May 2021 report to Council, with general remarks, information about tuition, and updates specific to our University 2025 five Aspirations. The breadth and depth of our initiatives and accomplishments as a university far exceed what is possible to cover in this report. My scope therefore is narrowed to areas directly involving the Office of the Provost, and even then this report falls short of reflecting the innovation, intelligences, and energy of colleagues in teaching, research, scholarship and creative works, and service. I do encourage colleagues to visit our University of Saskatchewan news page to read to keep up to date with announcements and articles about our bold ambitions at USask.

**GENERAL REMARKS**

**USask Teaching awards event**

Every educator matters and makes a difference here in our USask community. The 2021 teaching award recipients were announced on Friday, April 30th at the Celebration of Teaching ceremony where the recipients of the 2020-21 Master Teacher Awards, the Provost's College and Themed Teaching Awards, and the CGPS Distinguished Graduate Mentor Award were celebrated. Two Master Teacher Awards were recognised: Dr Lee Swanson (Edwards School of Business), Dr Loleen Berdahl, Johnson Shoyama Graduate School of Policy.

Congratulations to each of the 19 recipients of awards in the April 30 ceremony. Thank you to all university educators for striving for excellence in teaching. Thank you to nominators, and family and friends for the incredible celebration of teaching at the awards ceremony. Thank you to the Gwenna Moss Centre for Teaching and Learning for hosting the awards, along with our Vice Provost Teaching, Learning and Student Experience Dr Patti McDougall, and her team.

**Signature Research Areas Engagement**

The university community has been taking part in a series of discussion sessions on each of USask's six signature areas of research. Thank you so much to the Vice President Research, Dr Baljit Singh, and the OVPR for the leadership of this key consultation. As the Vice-President, Research and Provost and Vice President Academic are working together to support the University 2025 plan and the work of our scholars, I have greatly appreciated the opportunity to join several of the discussions. Members of the campus community have repeatedly credited the signature areas as being critical to elevating USask’s success as a research-intensive university. This includes research, scholarship and creative works. The areas have been in place since 2010, and it is time to reflect on their strengths, as well as areas for enhancement. These sessions are building community, generating discussion, and informing future directions in each of these areas.

**Strategic Priorities**

In my April 2021 report to Council I outlined why the provincial government’s budget approach is significant, actions underway, and how Council involvement will be vital to our work together to achieve our priorities and aspirations at
USask. In my May report I will outline planning underway to ensure the university is best positioned to advance the priorities and aspirations of our university, within our means.

*The University 2025 plan:* Council’s approval of the University Plan 2025, along with the approval of the Board and Senate sets the direction for planning: “We believe that the University of Saskatchewan has much to offer its communities, and through this plan, we are dedicated to delivering on our promise. The plan requires movement, new ideas, growth and change. It commits us to communicate and celebrate our successes, and ensures that our diverse community will seek solutions with the bold creativity that has long characterized the University of Saskatchewan. Through this plan, we will be the university we must be for the future—the university the world needs” (UPlan 2025). With the four-year stable budget from government coupled with incremental funding for two years only, the university is uniquely positioned to face the challenges to fulfil our UPlan 2025 goals and aspirations.

*Actions and involvement:* Planning is being advanced to ensure the university is best placed to fulfil its priorities and aspirations. The VP Finance and Resources, Greg Fowler, and I presented to PPC (5 May) on the scope and implications of the provincial budget. This presentation referred to the university’s financial sustainability plan (comprising 49 projects) and introduced the six investment areas in the associated MoU between the government and USask:

<table>
<thead>
<tr>
<th>From the funding letter, priority areas for investment:</th>
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<tr>
<td>• Institutional recovery from the COVID-19 Pandemic</td>
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<tr>
<td>• Institutional transition post-COVID-19 Pandemic</td>
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<tr>
<td>• Academic and administrative innovation</td>
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<tr>
<td>• Revenue generation and expense reduction initiatives</td>
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<tr>
<td>• Efficiency through collaboration among institutions</td>
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<tr>
<td>• Other government priorities including those in the SK Growth Plan</td>
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Our next presentation to PPC (19 May) will seek advice on budget scenarios, and the process and outcomes associated with strategic priorities. A recent discussion with the Leadership Network of department heads and leaders across USask has been very helpful in shaping this planning.

In addition, a process is now in place for the first phase of allocation of funds from the one-time provincial strategic grant. For information please contact your administration and academic leaders after May 12. The PPC presentation (19 May) will include process and intended outcomes information.

Consistent with our academic governance processes, university-wide planning and reports will be brought to Council and its Committees, the Board of Governors, and Senate. Materials are coming through Council Committees. Engagement with Council and its Committees will be ongoing in two planning phases: Phase 1: April 2021-April 2023; and Phase 2: May 2023-April 2026. Council’s academic governance role is critically significant as we move forward.

**Fall 2021 Planning**

President Stoecheff recently shared information about Fall 2021 planning, and the transition to on-campus activity. We remain confident that, with the rapid deployment of vaccines and the support of the Ministry of Health and the Chief Medical Health Officer, our continued planning for a more open Fall Term can proceed. Thank you to the Pandemic Response Team for your continued leadership through COVID. Thank you to every colleague and student in our USask community for the part you are playing in our transition planning and in preventing COVID-19.

As indicated in President Stoecheff’s announcement, we are preparing to have many programs, classes and labs return to in-person delivery in September, and much more than we had in this past term, the Fall Term should be considered “transitional” as we will continue to offer some classes remotely. We will likely not complete our full transition out of pandemic operations until at least January 2022, at the beginning of Winter Term:
It is the expectation of the University that everyone in the USask community will do everything possible to protect themselves and each other now, and in the Fall, fulfilling your public responsibilities by following all public health orders and occupational health and safety guidelines.

*It is important to stress that the surest step you can take to prevent COVID-19 and keep the campus safe is through vaccination.* The University strongly urges all staff and students get their COVID-19 vaccinations as soon as they are eligible and ask that you encourage your friends and family members to do the same. In case you have questions about getting vaccinated, be sure to have a look at the information we are regularly updating on the [vaccination website](https://vaccinationwebsite).

St. Thomas More College (STM)

STM is a Catholic undergraduate liberal arts college, founded by the Congregation of Saint Basil in 1936, and that is federated with USask. Any USask student can select from over 250 Arts and Science courses offered through STM. I was delighted to meet with Dr Carl Still, President of STM, with President Stoicheff in late April. The relationship between STM and USask is greatly valued. Congratulations to all those recently named as STM teaching *award* winners, including Saeed Moshiri the winner of this year’s STM Teaching Excellence Award.


Update on University rankings

As part of the regular updates on our placement in global rankings, IPA reviewed information on the Times Higher Education (THE) Impact Rankings that were released on April 21, 2021. Like all university ranking initiatives, the THE Impact Rankings use a set of criteria to provide a world ranking of universities. However, it differs from other rankings in that it evaluates university performance based on the United Nations’ 17 Sustainability Development Goals (SDGs). For the second year in a row, the University of Saskatchewan placed in the top 100 in the world with an overall rank of 96 (tie). Noteworthy is that THE added roughly 350 universities to their overall ranking this year (1,115 universities in total) and USask maintained our place as a top 100 university.

In addition to our overall ranking, THE also provides rankings in each of the 17 SDGs. Universities have the option of participating in any of the SDGs and be ranked in those specific areas as well as in the overall ranking. USask participated in nine SDGs in total and performed well in each area. Globally, there were two top 50 rankings: 23rd in SDG 3 (Good Health and Wellbeing) and a tie for 34th in SDG 2 (Zero Hunger). There were three other outcomes in the top 100 including a tie for 61st in SDG 17 (Partnership for the Goals), a tie for 67th in SDG 11 (Sustainable Cities and Communities), and a tie for 81st in SDG 6 (Clean Water and Sanitation). In addition, placements in the tier 101-200 were received in SDG 9 (Industry, Innovation and Infrastructure), SDG 14 (Life Below Water), and SDG 16 (Peace, Justice and Strong Institution). USask also ranks in the 301-400 category for SDG 4 (Quality Education). Given that sustainability is one of the four principles of our strategic plan, we will continue to strive for improvements in these rankings while taking pride

Thank you to the Office of University Relations for stewarding USask’s rankings initiatives while awaiting the new Vice President Academic and Provost, and Vice President Research. The Vice Presidents are collaborating in a transition of the stewardship to a partnership between the Office of the Provost and the Office of the Vice President Research.

**Buffalo Circle**

On 5 April the Buffalo Circle was held, recognising the allies for reconciliation at USask. This grassroots initiative focuses on increasing the visibility of allies, encouraging ally networking, and building stronger capacity for reconciliation. The idea for this campaign was formed through many discussions with Elders and the Indigenous faculty and staff on campus. Buffalo Circle members are asked to wear the Buffalo Circle regalia as a sign of respect for the Buffalo teachings, to be seen and known on campus as an active ally, and to promote to others the benefits and support offered in allyship.

**Supporting support services**

USask benefits from exceptional support services. Thank you immensely for the professionalism, care, devotion, and skills provided by all those in our university’s support services. All programs and units across the university depend on these outstanding services. To help us understand more about the services and resourcing, an initiative conceived at the time of introducing our current Resource Allocation model will be piloted this year. A process to further strengthen engagement for Allocating Support Centre Resources (ASCR) is underway with a pilot program beginning right away for 2022/23 resource allocation decisions.

The ASCR process aims to create an enhanced and shared understanding of current resourcing levels and future needs as well as provide greater transparency into the indirect cost component of TABBS and an enhanced voice in the services and service levels provided at the institution. On a rotating basis, support centre leaders will have an opportunity to engage with and obtain feedback from both academic and administrative leaders to aid in the prioritization of services within our budgets, and to best align with and serve the academic mission of the university. For questions about ASCR please feel free to contact our IPA team.

**International Student Visas**

We continue to advocate for our international students and access to studies and opportunities at USask. International students are 16 per cent of our overall student population. We were delighted to note the recent decision that international students who submitted a completed application by May 15 will receive their visa by August 6 – in time for the start of the Fall term.

**Rhodes Scholarships for Canada**

Our University 2025 plan includes the aspiration of Distinguished Learners. Each year three Rhodes scholarships are available to be awarded to the Prairie Region of Canada. The Rhodes Scholarship programme is the oldest (established 1903) international scholarship programme in the world, and one of the most prestigious. Administered by the Rhodes Trust in Oxford, the programme offers 100 fully-funded Scholarships each year for postgraduate study at the University
of Oxford in the United Kingdom - one of the world’s leading universities. Rhodes Scholarships are for young leaders of outstanding intellect and character who are motivated to engage with global challenges, committed to the service of others and show promise of becoming value-driven, principled leaders for the world’s future. This past month included a meeting with John McCall MacBain O.C. the partner sponsor with Rhodes Scholarships for Canada. Among the Rhodes scholars have been some exceptional alumni from USask. Please do consider this opportunity for our current students. Information can be found here.

Appointments

- **Dr. Joel Lanovaz** has been appointed associate dean, academic, College of Kinesiology for a five-year term effective July 1, 2021
- **Dr. Doug Clark** has been appointed acting assistant director, academic, School of Environment and Sustainability for a one-year term effective July 1, 2021
- **Professor Cindy Peternelj-Taylor** has been extended as interim dean, College of Nursing for a period of up to six months
- **Dr. Peter Doig** has been appointed interim assistant dean, clinics, College of Dentistry for a six-month term effective July 1, 2021
- **Tim Hutchinson** has been appointed assistant dean, university archives & special collections division, University Library for a three-year term effective May 1, 2021
- **Jo Anne Murphy** has been appointed assistant dean, learning & curriculum support division, University Library for a three-year term effective May 1, 2021
- **Dr. Anas El-need** has been appointed assistant dean, pharmacy, College of Pharmacy and Nutrition for a three-year term effective July 1, 2021
- **Dr. Brian Bandy** has been appointed assistant dean, nutrition and dietetics, College of Pharmacy and Nutrition for a three-year term effective July 1, 2021

Searches/ renewals in-progress

- Dean, College of Nursing
- Dean, Western College of Veterinary Medicine
- Executive Director, School of Environment and Sustainability
- Deputy Provost
- Dean, Edwards School of Business (renewal)

Academic reviews W2021

- College of Agriculture and Bioresources (Departments of Agriculture and Resource Economics, Animal and Poultry Science, Food and Bioproduct Sciences, Plant Sciences, Soil Science)
- College of Law

**TUITION**

Our university attracts revenue from a number of key sources, including tuition. Tuition is vital to the ongoing operations of the University of Saskatchewan (USask), being about one-third of the university’s operating budget. The balance of the operating budget comes from the provincial operating grant, interprovincial funding, and investment income. Tuition rates for the 2021-22 school year (beginning in the Fall 2021 Term) have been finalized and are now available on the tuition and fees website. Following a tuition freeze for most programs last year (other than for some undergraduate programs in Western College of Veterinary Medicine, College of Dentistry, and College of Law), the coming year’s rates ensure students continue to receive a rich and rigorous education that will set them up for success following graduation. We are confident that Fall 2021 term will see a significant increase to in-person, on-campus
instruction, with Winter 2022 seeing a return to pre-COVID-19 modes of instruction. To learn more about the critical role of tuition for USask, please see my recent posting.

Tuition rates are reviewed annually by the USask Board of Governors. Tuition-setting follows the principles and process described in Board policy. Although tuition rate changes vary by program, the university has set tuition with an overall weighted average increase of 3.9 per cent—3.8 per cent for undergraduate students, and 5 per cent for graduate students. The undergraduate international differential multiplier will increase from 2.73 to 3.00 and the graduate international differential multiplier will increase from 1.58 to 1.81, continuing to remain below most U15 comparators and matching the University of Regina.

A tuition offset will be applied to continuing international graduate students’ tuition to offset the increase to the international differential. The total support provided to the international students through these mechanisms is approximately $1.61M (or 13 per cent of the total incremental tuition revenue). To assist with affordability and accessibility, USask provides over $67 million annually in financial aid, through scholarships, bursaries, and other financial awards. As a further response to support students during the COVID-19 pandemic, the university deployed almost $300,000 in operating monies to create an internal employment program for graduate students (mainly international graduate students). CGPS is also providing up to $300,000 support to students who have had a significant disruption to their research, thereby extending their program this term.

Student fees are assessed to maintain important services and supports. USask also collects fees on behalf of third parties including the USSU and GSA for which decisions have been made to increase some fees to ensure long term sustainability of operations and services provided to students. These third party and mandatory institutional fee increases are $136.47 for each full-time undergrad student and $83.56 for a full-time graduate student.

University education is a significant investment for our students and their families. We are focused on programs and research-related experiences that ensure USask students receive a high quality and rigorous education that sets graduates up for success in wider life.

UNIVERSITY 2025 PLAN ASPIRATIONS

The following events and initiatives, of the many across our university, featured during the past month. News items related to each of our University 2025 Aspirations is included, noting highlights submitted by Colleges and Schools.

Transformative decolonization leading to reconciliation

Video Launch – acimowin: College of Education:

On April 30, the Department of Curriculum Studies in the College of Education hosted a video presentation and discussion with PhD candidate Linda Young based on her Master of Education project, completed in the fall of 2020. Young shared a 16 min shortened clip of her film titled acimowin: Telling and Retelling My Residential School Story: What was lost? What replaced it? What is needed to heal, reconcile, and reclaim Indigenous education for the benefit of students, families and communities? Knowledge Keeper Lyndon Linklater shared an opening prayer, Dr. Marguerite Koole provided the video response and Dr. Debbie Pushor delivered opening and closing remarks.

Student achievements: Edwards School of Business: In April 2021, Edwards celebrated the academic achievements of graduating First Nation, Metis and Inuit students. 14 students attended the virtual event which included alumni guest
speaker Lyle Acoose (B.Comm. 2011). Parents, families, friends, alumni, post-secondary coordinators, and community members showed their support as the students were welcomed into the USask alumni family.

**Anti-Racist Education activities in the College of Nursing**

Dr. Holly Graham (PhD), the Indigenous Research Chair in Nursing, partnered with the Saskatoon Anti-Racism Network to offer six days of anti-racism education for our college staff and faculty. The first cohort have completed their training, and the second cohort will undertake their training in May and June. The college is grateful to Dr. Graham for making this opportunity possible as part of the work of her research chair.

**Distinguished Learners**

**Edwards School of Business:** Beginning in the 2021-22 academic year, the Edwards School of Business (Edwards) will introduce the International Business Minor (IBM). It is the first recognized minor Edwards students can pursue. IBM will give students an opportunity to increase their awareness of the international business environment and better prepare them for a career in global business. It also allows for a deeper immersion into international business environments, policy, and development. Students who, in conjunction with a Bachelor of Commerce degree in a different subject, take 18 credit units or more of the course requirements, will receive a minor in International Business.

**National recognition: College of Engineering**

Samia Sami, set to graduate this spring from the University of Saskatchewan (USask) College of Engineering, is the recipient of a 3M National Student Fellowship.

**Meaningful impact**

**College of Nursing: Student, Faculty and Staff Covid Contributions:** Each College of Nursing student spends more than 1000 hours in clinical settings providing care as part of their training. The care they provide covers many aspects of a registered nurse’s scope of practice. Notably, in the pandemic, some senior nursing students are involved with the care of COVID-19 positive and/or symptomatic patients, and others provide much-needed extra emotional support for patients whose family support people are limited in the clinical setting. Additionally, many College of Nursing students are enthusiastic members of the Saskatchewan Health Authority temporary workforce. They fulfill numerous roles at the immunization clinics working as immunizers, registration workers, and crowd management/flow-staff at the clinics.

**EDI and the public sector: Johnson Shoyama Graduate School of Public Policy**


**Productive collaboration**

**Vaccination efforts and our College of Nursing** staff, faculty, and academic leaders who are Registered Nurses have been working at the SHA vaccine clinics. Some faculty are also providing intermuscular injection training to pharmacists and medical students so they can give COVID-19 vaccinations at clinics and pharmacies.
Engineering at USask heading into orbit: College of Engineering:

A group of University of Saskatchewan (USask) students developing the province’s first cube satellite (RADSAT-SK) is getting closer to sending their project into orbit.

Global Recognition

Life & Health Sciences Research Expo: The USask Health Sciences coordinated the 28th Annual Life & Health Sciences Research Expo celebrating outstanding research, collaboration, and mentorship within the health sciences on May 6, 2021. After being cancelled last year due to the COVID-19 pandemic, the event returned in a virtual format to showcase interdisciplinary health science research throughout the province and across both basic and clinical sciences. This year, 85 research abstracts were received as well as 14 submissions for the Best Paper Award and 10 nominations for the Best Supervisor Award.

The Health Sciences would like to thank this year’s academic co-chairs — Dr. David Blackburn (PharmD) from the College of Pharmacy and Nutrition and Dr. Petros Papagerakis (DDS, PhD) from the College of Dentistry — as well as the 29 members of the USask community who volunteered to adjudicate the 10 livestreamed sessions in the research presentation competition. See the expo website at https://healthsciences.usask.ca/expo.
May 2021

I am sending this report on behalf of the 2020-21 USSU executives. In the final weeks of April, undergraduate students finished up the last of their finals for their second remote winter term at USask. The University Students Council voted in favour of passing the 2021-2022 USSU Budget, which included multiple new funding opportunities for Undergraduate students and student groups. Students will now have an Equity, Diversity, and Inclusion fund and the Anti-Racism/Anti-Oppression fund co-funded with the University of Saskatchewan President's Executive Committee. Included in the budget was a new employment opportunity for students with the USSU. After receiving feedback from students regarding our communication efforts, the executive and the senior managers are developing potential student employment opportunities. During a weeklong period, the USSU showcased our amazing Senior Managers and shared more about their roles on our social media page, and the Women’s Centre organized the annual Pro-Choice Awareness Week. The outgoing executives were hard at work developing policies to go along with the new funding opportunities, terms of references for new committees and an Executive Transition Policy to come into effect in 2022.

We are grateful for the support from the outgoing executive who spent their final weeks in their positions meeting with us for a thorough transition. For the first weeks of May we are spending the time learning about our new roles and planning out the year ahead. We are excited for this opportunity and look forward to working with members of the USask campus to continue supporting undergraduate students.

With respect,
Tasnim Jaisee, President
Abhineet Goswami, Vice President Operations and Finance
Tauqeer Iftikhar, Vice President Academic Affairs
Nickol Saenz, Vice President Student Affairs
The Graduate Students’ Association welcomes a new executive team, representing and advocating for graduate students at the University of Saskatchewan from May 2021 to April 2022. The new executive team is as follows:

- **President:** Rifat Zahan
- **Vice-President Finance and Operations:** Ehsan Moradi
- **Vice-President Academic and Student Affairs:** Olusola Akintola
- **Vice-President External:** Leslie Tetteh
- **Vice-President Indigenous Engagement:** Tina Alexis

The new executive team is profoundly honoured to represent graduate students and advocate for them at this university. The executives look forward to working with our colleagues on campus and outside of campus. We will continue to advance the Graduate Students' Association's mandates and provide the necessary services and resources to our graduate students to achieve academic, professional, and leadership excellence. We have worked closely with students, staff, and faculty to support graduate students in many ways, especially during the pandemic. We want to continue this working relationship and hope to expand our scope.

For this academic year, the Graduate Students’ Association executive will focus on four goals:

1. **Requesting student representation on the Board of Governors**
   
   We want to advance the request initiated by our predecessors to amend *The University of Saskatchewan Act, 1995* and include a graduate student representative on the Board of Governors. The graduate students at the University represent more than 17% of the overall student population at the University of Saskatchewan. We will continue our efforts to make sure our graduate students are represented on the Board of Governors.

2. **Increase awareness on diversity and inclusion**
   
   The Graduate Students’ Association wants to increase awareness of diversity and inclusion and advocate for establishing benefits and support programs for marginalized student populations.
3. **Work towards enhancing resources to support students’ mental health and well-being during the pandemic**

   This past year has been very hard on students, staff, and faculty due to the global pandemic. We have seen many students struggle financially, mentally, physically, and spiritually. Therefore, we need to recognize and address mental health and help students connect to support at the university and community. The Graduate Students’ Association wants to work towards eliminating the stigma around mental health, promote wellness, and work towards increasing available resources to support graduate students’ mental health and well-being.

4. **Enhancing support to students’ academic, professional and leadership skills**

   The Graduate Students’ Association will work towards enhancing support for graduate students to improve their academic, professional, and leadership skills. We will work throughout the year to organize social events, workshops, seminars, cross-cultural experiences and connect students to stakeholders for possible collaborations on campus.

   We look forward to working with members of the university community to contribute to future graduate student initiatives and support students throughout the academic year.

Rifat Zahan  
President, Graduate Students’ Association
PRESENTED BY:  Darrell Mousseau, chair, Planning and Priorities Committee

DATE OF MEETING:  May 20, 2021 (deferred from April 15, 2021 Council meeting)

SUBJECT:  University Plan 2025 Update

PURPOSE:
Dr. Airini, Provost and Vice President Academic, will provide University Council with a presentation focusing on the university’s progress towards the aspirations listed in the University Plan 2025.

DISCUSSION SUMMARY:
On April 7, 2021, the Planning and Priorities Committee (PPC) was provided with an update on the plans and activities underway to develop a process for measuring progress on the University Plan. This work will continue in 2021 and will include further conversations with PPC as the appropriate processes, approaches, indicators, and timelines for reporting on, and measuring aspects of the plan are confirmed. This is essential work that will provide opportunities to highlight the many accomplishments and successes occurring at USask and will support the identification of and advancement on areas of potential growth.

The work on developing this process is ongoing. In the meantime, Council will be provided a presentation for information on progress on the University Plan 2025. The presentation at this Council meeting is intended to share stories and acknowledge some of the outcomes and achievements pertaining to the five aspirations in the University Plan (Transformative Decolonization Leading to Reconciliation, Productive Collaboration, Meaningful Impact, Distinguished Learners, and Global Recognition), as well as outline some of the implementation work ahead.

FURTHER ACTION REQUIRED:
Future updates will be provided to Council on progress toward the University Plan.

ATTACHMENTS:
None.
UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION

PRESENTED BY: Darrell Mousseau, chair, Planning and Priorities Committee of Council (PPC)

DATE OF MEETING: May 20, 2021 (deferred from April 15, 2021 Council meeting)

SUBJECT: Update on the Provincial Budget 2021-22

PURPOSE:
To provide University Council with information on the outcomes of the provincial budget for the University of Saskatchewan.

DISCUSSION SUMMARY:
The provincial budget 2021-22 was released on April 6, 2021, along with the funding announcement for the University of Saskatchewan.

On April 7, 2021 at PPC, Dr. Airini and Greg Fowler provided a brief summary of the implications of the budget for USask to the committee. A subsequent, more detailed update was provided on May 5, 2021. The information was well received and appreciated by the committee, and it is now being presented to Council for information.

Dr. Airini, Provost and Vice-President Academic, and Greg Fowler, Vice President Finance & Resources will speak to the significance of the provincial budget for USask at the May 20, 2021 Council meeting.

ATTACHMENTS:
  a. 2021-22 Provincial Budget Update Slides
  b. Saskatchewan Post-Secondary Multi-Year Operating Funding MOU
  c. Saskatchewan Post-Secondary Multi-Year Operating Funding MOU – Appendix A: University of Saskatchewan
Provincial Budget Update

- MOU developed with all post-secondary institutions for multi-year funding commitment for 4 years at base (2021/22 to 2024/25)

- One-time funding of 10% of grant ($31M over 2 years) to transition from Covid and achieve financial sustainability

- Transfer of $47.3M annual funding from AE to Health base for clinical-related funding for College of Medicine

- Funding model (SUFM) suspended and provincial performance framework and reporting under development

- USask agreement to keep tuition increases less than or equal to 4% weighted average increase, with exceptions
Tracking our progress: Return on Investment

From the funding letter, priority areas for investment:

- Institutional recovery from the COVID-19 Pandemic
- Institutional transition post-COVID-19 Pandemic
- Academic and administrative innovation
- Revenue generation and expense reduction initiatives
- Efficiency through collaboration among institutions
- Other government priorities including those in the SK Growth Plan
Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding
2021-22 to 2024-25

Between
Her Majesty The Queen in Right of The Province of Saskatchewan
(the “Province”)

And
University of Saskatchewan
University of Regina
Saskatchewan Polytechnic
Saskatchewan Indian Institute of Technologies
Gabriel Dumont Institute of Native Studies and Applied Research
First Nations University of Canada
Campion College
Luther College
St. Thomas More College
Carlton Trail College
Northlands College
Great Plains College
Cumberland College
Parkland College
North West College
Southeast College
St. Peter’s College
Briercrest College and Seminary
College of Emmanuel and St. Chad
Horizon College and Seminary
Lutheran Theological Seminary
St. Andrew’s College
(the “Institutions”)

PREAMBLE
The Province of Saskatchewan (the “Province”) and the Post-Secondary Institutions (the “Institutions”), together referred to as the “Parties”, commit to the principle that this Memorandum of Understanding (“MOU”) establishes the framework in which the Parties will continue to work collaboratively and strategically to support a high quality post-secondary education and training system that supports students and responds to the needs of Saskatchewan’s people and economy.

Whereas the Parties to this MOU share a commitment to work together to achieve and maintain a post-secondary sector that is accessible, responsive, sustainable, accountable, and provides high quality education.
And whereas the Parties acknowledge that although this MOU is not legally binding, it does provide certainty of operating grant funding over the four-year period (as long as all terms of the MOU are complied with) so Saskatchewan post-secondary education institutions can become more sustainable in alignment with the fiscal capacity of the Province.

Therefore, the Parties agree to enter into this MOU as outlined below.

The core objectives of this MOU are to:

(a) confirm a pre-determined four-year operating grant funding allocation provided by the Province;
(b) confirm the Institutions’ commitment to long-term financial sustainability;
(c) confirm accountability requirements for the Institutions; and,
(d) confirm that the Institutions will adhere to the mutually agreed-upon tuition approach (if applicable) to ensure that post-secondary education remains affordable and accessible to students.

This MOU applies solely to the operating grant funding described below. Other lines of funding are beyond the scope of this MOU.

OPERATING GRANT FUNDING
The Province, in part, provides the funding that the Institutions need to meet the needs of Saskatchewan’s economy and communities. To ensure the stability and predictability of operating grant funding in the post-secondary education sector, the Province will provide a four-year funding commitment to the Institutions. This commitment includes incremental targeted operating grant funding in 2021-22 and 2022-23. The Institutions will return to the 2020-21 funding base in 2023-24 and 2024-25.

The following Appendices form part of this MOU:

Appendix “A” applies to the University of Saskatchewan
Appendix “B” applies to the University of Regina
Appendix “C” applies to the Saskatchewan Polytechnic
Appendix “D” applies to the Saskatchewan Indian Institute of Technologies
Appendix “E” applies to the Gabriel Dumont Institute of Native Studies and Applied Research
Appendix “F” applies to the First Nations University of Canada
Appendix “G” applies to the Campion College
Appendix “H” applies to the Luther College
Appendix “I” applies to the St. Thomas More College
Appendix “J” applies to the Carlton Trail College
Appendix “K” applies to the Northlands College
Appendix “L” applies to the Great Plains College
Appendix “M” applies to the Cumberland College
Appendix “N” applies to the Parkland College
Appendix “O” applies to the North West College
Appendix “P” applies to the Southeast College
Appendix “Q” applies to the St. Peter’s College
Appendix “R” applies to the Briercrest College and Seminary
Appendix “S” applies to the College of Emmanuel and St. Chad
Appendix “T” applies to the Horizon College and Seminary
Appendix “U” applies to the Lutheran Theological Seminary
Appendix “V” applies to the St. Andrew’s College

The Province will provide four years of operating grant funding to each Institution as outlined in its own distinct Appendix.

The Parties acknowledge that payment of any of the operating grant funding is conditional upon the following:

(a) the Legislative Assembly of Saskatchewan has appropriated funding out of which the operating grant funding may be paid in the fiscal year in which the payment is made pursuant to this MOU; and,

(b) the Province confirms that the Institution meets the eligibility criteria with respect to the operating grant funding as detailed in its Appendix.

PRIORITIES
The Parties agree it is critical to achieve long-term financial sustainability of the post-secondary sector while maximizing student outcomes.

The priority areas for the four-year period include: institutional recovery from the COVID-19 Pandemic; institutional transition post-COVID-19 Pandemic; academic and administrative innovations; revenue generation and expense reduction initiatives; efficiency through collaboration among institutions; and, other government priorities including Saskatchewan’s Growth Plan 2020-2030 priorities.

ACCOUNTABILITY REQUIREMENTS
The Parties agree that transparency and accountability are critical for an efficient and sustainable sector. The Parties therefore agree that, for the duration of the MOU:

(a) the Institutions will provide written confirmation to the Ministry of Advanced Education by April 15th of each fiscal year that they agree to comply with the accountability requirements outlined in their annual budget letter;

(b) if applicable, the Institutions will provide tuition schedules for all programs for the next academic year and any required exemptions to the Ministry of Advanced Education by May 15th of each fiscal year; and,

(c) the Institutions will provide accountability reports to the Ministry of Advanced Education on their sustainability efforts by June 30th and January 31st of each fiscal year, in a form that is articulated by the Ministry of Advanced Education.

TUITION – This section applies only to the Institutions that set tuition for credentialed programs (i.e. degrees, diplomas, certificates)

To ensure that tuition levels remain accessible for students, the Province supports Institutions to set tuition on the principles of (i) affordability and accessibility, (ii) comparability with programs at peer
institutions, (iii) ensuring quality programming, (iv) providing predictability, and (v) transparency through collaborative consultation.

For the duration of this MOU, the Parties agree that, for the protection of students, the senior administration of the Institution will annually recommend to its approving body (e.g. Board of Governors) that the Institution will generally limit domestic tuition increases for credentialed programs (i.e. degrees, diplomas, certificates) to a maximum of 4.0% (institution-wide average) in each academic year with exemptions, which will be confirmed annually, as follows:

- tuition for international students;
- domestic tuition that falls below the peer comparator median\(^1\); and,
- any other required exemptions confirmed among the Parties.

COUNTERPARTS
This MOU and the Appendices may be executed either in original, portable document format (PDF) or facsimile form by the Parties in one or more counterparts, and when all Parties have executed at least as many counterparts as there are Parties, all of such counterparts shall be deemed to be originals and all such counterparts taken together shall constitute one and the same agreement.

AMENDMENTS
Amendments may be made to this MOU by mutual consent of the Parties. Amendments may be made to individual Appendices by mutual consent of the Province and the Institution designated in the Appendix.

This MOU is effective April 1, 2021, and will expire on March 31, 2025, unless renewed by mutual consent of the Parties.

Dated at Regina, Saskatchewan, this _______ day of _____________________________, 2021.

Her Majesty the Queen in Right of The Province of Saskatchewan
As represented by the Minister of Advanced Education

Per: ___________________________________________

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\(^1\) Note: Once the domestic tuition is at the peer comparator median, it is no longer exempt and is subject to the maximum increase of 4.0% in each academic year.
Dated at ___________________, Saskatchewan, this _______ day of _______________________, 2021.

University of Saskatchewan

Per: __________________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

University of Regina

Per: _________________________________

Per: _________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Saskatchewan Polytechnic

Per: _________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Saskatchewan Indian Institute of Technologies

Per: _________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Gabriel Dumont Institute of Native Studies and Applied Research

Per: _________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

First Nations University of Canada

Per: _________________________________
Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Campion College

Per:__________________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Luther College

Per:__________________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

St. Thomas More College

Per:__________________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Carlton Trail College

Per:__________________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Northlands College

Per:__________________________________________

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

Great Plains College

Per:__________________________________________
Dated at ___________________, Saskatchewan, this _______ day of _______________________, 2021.

Cumberland College

Per:__________________________________________

Dated at________________, Saskatchewan, this _______ day of __________________________, 2021.

Parkland College

Per:__________________________________________

Dated at________________, Saskatchewan, this _______ day of __________________________, 2021.

North West College

Per:__________________________________________

Dated at________________, Saskatchewan, this _______ day of __________________________, 2021.

Southeast College

Per:__________________________________________

Dated at________________, Saskatchewan, this _______ day of __________________________, 2021.

St. Peter’s College

Per:__________________________________________

Dated at________________, Saskatchewan, this _______ day of __________________________, 2021.

Briercrest College and Seminary

Per:__________________________________________

Dated at________________, Saskatchewan, this _______ day of __________________________, 2021.

College of Emmanuel and St. Chad

Per:__________________________________________
Dated at_________________, Saskatchewan, this ______ day of __________________________, 2021.

Horizon College and Seminary

Per:__________________________________________

Dated at_________________, Saskatchewan, this ______ day of __________________________, 2021.

Lutheran Theological Seminary

Per:__________________________________________

Dated at_________________, Saskatchewan, this ______ day of __________________________, 2021.

St. Andrew’s College

Per:__________________________________________
Appendix “A” [University of Saskatchewan]

Conditional on the University of Saskatchewan fulfilling the eligibility criteria below, the Province commits to providing operating grant funding to the University of Saskatchewan in each of the four fiscal years, as follows:

- 2021-22 - $275,131,200
- 2022-23 - $275,131,200
- 2023-24 - $259,628,200
- 2024-25 - $259,628,200

With the exception of 2021-22, in each fiscal year the University of Saskatchewan will receive 1/12th of the funding detailed above on a monthly basis. In 2021-22, the University of Saskatchewan will receive 1/12th of 2020-21 funding in each of April and May. The outstanding 2021-22 funding will be proportionately distributed over the remaining ten months.

Eligibility Criteria 1
In each fiscal year, the University of Saskatchewan is eligible on a monthly basis for its April to June operating grants contingent upon:

(a) the University of Saskatchewan providing written confirmation to the Province by April 15th of its agreement to comply with the manner and form of the accountability requirements as outlined in the University of Saskatchewan’s budget letter; and,

(b) operating in accordance with the conditions of the MOU.

Eligibility Criteria 2
In each fiscal year, the University of Saskatchewan is eligible on a monthly basis for its July to January operating grants contingent upon:

(a) the University of Saskatchewan providing a report by June 30th in accordance with the Accountability Requirements section of this MOU, and further detailed in the annual institutional budget letter;

(b) the University of Saskatchewan submitting to the Province by May 15th an annual tuition schedule that has been approved by the University of Saskatchewan’s approving body and is in accordance with the Tuition section of this MOU; and,

(c) operating in accordance with the terms and conditions of the MOU.

Eligibility Criteria 3
In each fiscal year, the University of Saskatchewan is eligible on a monthly basis for its February to March operating grants contingent upon:

(a) the University of Saskatchewan providing a report by January 31st in accordance with the Accountability Requirements section of this MOU, and further detailed in the annual institutional budget letter; and,

(b) operating in accordance with the terms and conditions of the MOU.

Dated at_________________, Saskatchewan, this _______ day of __________________________, 2021.

University of Saskatchewan
Per: __________________________________________

[Signature]

1
UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Paul Jones, Chair, Nominations Committee of Council

DATE OF MEETING: May 20, 2021

SUBJECT: Appointment of GAA members to the Associate Vice Presidents, Research Search Committee

DECISION REQUESTED:

It is recommended that the following three GAA members nominated be appointed to the Deputy Provost search committee. Candidates are:

- Stephan Milosavljevic, Physical Therapy
- Curtis Pozniak, Crop Development Centre
- Debbie Pushor, Curriculum Studies

DISCUSSION SUMMARY:
The Board-approved Search and Review Procedures specify that Council will appoint three Council representatives to any associate vice-president search committee. It has been agreed with the Faculty Association, the Vice-President Research, and the Vice-Provost Faculty Relations that one search committee can be constituted to recruit two positions.

The Nominations Committee recommends these individuals:

- Stephan Milosavljevic, Physical Therapy
- Curtis Pozniak, Crop Development Centre
- Debbie Pushor, Curriculum Studies

The Nominations Committee met on April 22, 2021 to consider candidates for this search committee and voted to recommend these nominees to Council. A slate of potential nominees was determined through the consideration of previous volunteers to Council and Collective Agreement committees and ensuring a diversity of representation of disciplines from across campus. Other factors considered included faculty members’ research foci, workloads (e.g., membership on other administrative committees, faculty rank), and the University’s principles of equity, diversity, and inclusion.

REFERENCES:
The Search and Review Procedures for Senior Administrators are available here: https://leadership.usask.ca/provost/searches-reviews.php.
UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Paul Jones, Chair, Nominations Committee of Council

DATE OF MEETING: May 20, 2021

SUBJECT: Appointment of One Senior Administrator to the Dean of Edwards School of Business Review Committee

DECISION REQUESTED:

It is recommended that the Trever Crowe, Associate Dean, College of Agriculture and Bioresources, be appointed to the Review Committee for the Dean of the Edwards School of Business, Keith Willoughby.

DISCUSSION SUMMARY:
The Provost’s Office has informed the Governance Office and the Nominations Committee that the Dean of the Edwards School of Business, Keith Willoughby, would like to stand for renewal. The Board-approved Search and Review Procedures specify that for reviews of deans, Council will elect one member of the GAA, who is not a member of the faculty of the college, and who holds a senior administrative position in the University.

The Nominations Committee recommends to Council that Trever Crowe, Associate Dean, College of Agriculture and Bioresources be elected to this Review Committee.

The Nominations Committee met on April 22, 2021 to consider candidates for this search committee and voted to recommend this nominee. A slate of potential nominees was determined through the consideration of the Search and Review Procedures, the Terms of Reference of the Nominations Committee, the list of current senior administrators, and the current constitution of other search and review committees.

REFERENCES:
The Search and Review Procedures for Senior Administrators are available here: https://leadership.usask.ca/provost/searches-reviews.php.
UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Paul Jones, Chair, Nominations Committee of Council

DATE OF MEETING: May 20, 2020

SUBJECT: Council Committee Omnibus Nominations 2021/22

DECISION REQUESTED: It is recommended that Council approve the slate of nominations to University Council committees for 2021-22 effective July 1, 2021, as attached.

DISCUSSION SUMMARY:

Each year, the nominations committee reviews the membership of Council committees and other university-level committees and submits a list of nominees to Council for approval. The attached report contains this year’s nominees for the consideration of Council. In addition to meeting throughout the year as required, the committee met on April 22, 29 and May 5, 2021 specifically to consider the vacancies arising from annual membership rotation per the Council Bylaws.

Each spring the committee issues a call-for-interest to the GAA, inviting volunteers to Council and Collective Agreement Committees. Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across campus, and it prioritizes equity, diversity, and inclusion in representation. In recommending committee chairs, the Nominations Committee considers experience, leadership, continuity, and commitment as key attributes of chair nominees. Council committee chairs are nominated for one-year terms and are eligible for renewal for up to a maximum of three years of service. Those nominations are also included in the attached.

USFA Collective Agreement committee nominations will be presented at the June 17, 2021 Council meeting once the committees have all been populated.

The Governance Committee is responsible for nominating members of the Nominations Committee. Those recommendations are presented under a separate Council agenda item.

ATTACHED: 2021/22 List of Committees and Nominees (nominees highlighted in yellow)
## UNIVERSITY COUNCIL COMMITTEE MEMBERSHIP LIST 2020-21

Updated: as of May 5, 2021 Nominations Committee Meeting

### CHAIR OF COUNCIL

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>Jay Wilson</td>
<td>Curriculum Studies</td>
<td>2022</td>
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### VICE-CHAIR OF COUNCIL

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<th>Year</th>
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<tbody>
<tr>
<td>Pamela Downe</td>
<td>Archaeology and Anthropology</td>
<td>2022</td>
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### COORDINATING COMMITTEE

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<th>Year</th>
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<tbody>
<tr>
<td>Jay Wilson</td>
<td>Chair, University Council</td>
<td>2020–22</td>
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<tr>
<td>Pamela Downe</td>
<td>Vice-chair, University Council</td>
<td>2020–22</td>
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<tr>
<td>Alison Oates</td>
<td>Chair, Academic Programs Committee (new)</td>
<td>2021–22</td>
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<tr>
<td>Terry Wotherspoon</td>
<td>Chair, Governance Committee (renew)</td>
<td>2020–22</td>
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<td>Paul Jones</td>
<td>Chair, Nominations Committee (renew)</td>
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<tr>
<td>Darrell Mousseau</td>
<td>Chair, Planning and Priorities Committee (renew)</td>
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<tr>
<td>Marjorie Delbaere</td>
<td>Chair, RSAW (renew)</td>
<td>2020–22</td>
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<tr>
<td>Tracie Risling</td>
<td>Chair, Scholarships and Awards Committee (renew)</td>
<td>2019–22</td>
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<tr>
<td>Kathleen James-Cavan</td>
<td>Chair, TLARC (new)</td>
<td>2021–22</td>
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### Resource Members

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Chelsea Willness</td>
<td>University Secretary and Chief Governance Officer</td>
</tr>
<tr>
<td>Jacqui Thomarat</td>
<td>Associate Secretary, Academic Governance</td>
</tr>
<tr>
<td>Amanda Storey</td>
<td>Academic Governance and Hearings Advisor</td>
</tr>
<tr>
<td>Michelle Kjargaard</td>
<td>Administrative Assistant, Governance Office</td>
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</table>
ACADEMIC PROGRAMS COMMITTEE

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

Council Members
Alison Oates (Chair)-Exec Kinesiology 2022
Carolyn Augusta Finance & Management Science 2024
Jing Xiao Educational Administration 2024
Susan Detmer Veterinary Pathology 2023
Ralph Deters Computer Science 2023

General Academic Assembly Members
Carin Holroyd Political Studies 2023
Karen Lawson Psychology 2022
Kevin Flynn English 2023
Reza Fotouhi Mechanical Engineering 2022
Petros Papagerakis Dentistry 2023
Maruti Chandra Uppalapati Pathology 2024

Sessional Lecturer
Pearson Ahiahonu Chemistry 2022

Other Members (voting)
Patti McDougall-Exec (Provost Designate) Vice-Provost, Teaching, Learning, and Student Experience (ex officio)
Russell Isinger-Exec University Registrar (ex officio)
Terry Summers (VP Finance designate) Controller
Tauqueer Iftikhar USSU designate, VP Academic 2022
Olusola Akintola GSA designate 2022

Resource Members
Alison Pickrell Assistant Vice-Provost, Strategic Enrolment Management
TBD TBD Institutional Planning and Assessment
Jason Doell Manager and Associate Registrar (Academic)
Amanda Storey-Exec Academic Governance and Hearings Advisor
GOVERNANCE COMMITTEE

- Reviews Council bylaws including committee terms of reference; develops policies relating to student academic appeals and conduct.
- Membership comprises the Council chair, chair of planning and priorities committee, chair of the academic programs committee, to include three elected members of Council; presidents designate.

**Council Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Term</th>
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<tbody>
<tr>
<td>Terry Wotherspoon</td>
<td>Sociology</td>
<td>2022</td>
</tr>
<tr>
<td>Kate Dadachova</td>
<td>Pharmacy &amp; Nutrition</td>
<td>2023</td>
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<tr>
<td>Mark Boland</td>
<td>Physics</td>
<td>2022</td>
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**Ex officio Members**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Chelsea Willness</td>
<td>University Secretary</td>
<td>2022</td>
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<tr>
<td>Jay Wilson</td>
<td>Chair, Council</td>
<td>2022</td>
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<tr>
<td><strong>Alison Oates</strong></td>
<td><strong>Chair, Academic Programs Committee</strong></td>
<td>2022</td>
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<tr>
<td>Darrell Mousseau</td>
<td>Chair, Planning and Priorities Committee</td>
<td>2022</td>
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**Other Members (voting)**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tamara Larre</td>
<td>President’s designate</td>
<td>2023</td>
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**Student Members (non-voting)**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tasnim Jaisee</td>
<td>USSU President</td>
<td>2022</td>
</tr>
<tr>
<td>Leslie Tetteh</td>
<td>GSA Designate (VP External)</td>
<td>2022</td>
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**Resource Members**

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<th>Name</th>
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<tbody>
<tr>
<td>Jacquie Thomarat</td>
<td>Exec Associate Secretary, Academic Governance</td>
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</table>
PLANNING AND PRIORITIES COMMITTEE

- Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities.
- Membership comprises 11 members of the GAA, at least 6 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer; 1 dean

Council Members
Darrell Mousseau (Chair)-Exec Psychiatry, Medicine 2023
Alec Aitken Geography and Planning 2022
Jaswant Singh Veterinary Biomedical Sciences 2024
Vince Bruni-Bossio (Vice-chair) Ex Management and Marketing 2022
Keith Da Silva Dentistry 2022
Terry Wotherspoon Sociology 2022

General Academic Assembly Members
Shelley Peacock Nursing 2023
Kerry Mansell Pharmacy 2024
Lynn Lemisko Educational Foundations (renew) 2024
Angela Liverse Archaeology & Anthropology 2024
Haizen Mou JSGS 2022

Dean
Jane Alcorn Dean, Pharmacy & Nutrition 2023

Sessional Lecturer
TBD 2022

Other Members (voting)
Airini Provost and Vice-President Academic (ex officio)
TBD Associate Vice-President Research
Greg Fowler VP Finance and Resources (ex officio)
Jacqueline Ottmann Vice-Provost Indigeneous Engagement (ex officio)
Abhineet Goswami USSU VP Operations 2022
Rifat Zahan GSA President 2022

Resource Members
TBD TBD, Institutional Planning and Assessment (IPA)
Jennifer Beck Director, Resource Allocation and Planning, IPA
Troy Harkot Director, Assessment & Analytics, IPA
Shari Baraniuk CIO, Information and Communications Technologies
Meghna Ramaswamy Director, International Office
Jacquie Thomarat-Exec Associate Secretary, Academic Governance
**RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE**

- Reviews and advises Council on issues related to research, scholarly and artistic work including advising on research grant policies and the establishment of research centres.
- Memberships comprises 9* members of the GAA, at least 3 of whom will be elected members of Council; 1 of the 9 members will be an assistant or associate dean with responsibility for research

**Council Members**

Marjorie Delbaere (Chair)-Exec Management and Marketing 2024
Natasha Koechl Drama 2023
Keith Walker Educational Administration 2024
Steven Rayan Math and Statistics 2024
DeDe Dawson Library 2023

**General Academic Assembly Members**

Stephan Milosavljevic Rehabilitation Science 2024 (July 1, 2021-June 30, 2022) 12 months
Mathew Lindsay Geology 2023
Jim Waldram Archaeology and Anthropology 2022 (Jan 1-June 30, 2021) 6 months
Lori Bradford (Vice-chair)-Exec SENS 2022

**Other Members (voting)**

Baljit Singh Vice-President Research *(ex officio)*
Debby Burshtyn Dean, College of Graduate and Postdoctoral Studies *(ex officio)*
Charlene Sorensen Acting Dean, University Library *(ex officio)*
USU designate 2022
GSA designate 2021

**Resource Members**

Dion Martens Director of Research Services and Ethics Office
Laura Zink Director, Strategic Research Initiatives
Amanda Storey-Exec Academic Governance and Hearings Advisor
SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Council Members
Tracie Risling (Chair)-Exec Nursing 2023
Catherine Boden Library 2024
Hyunjung Shin Curriculum Studies 2022

General Academic Assembly Members
Julia Jamison Drama 2022
Susan Shantz Art & Art History 2023
Som Niyogi Biology 2022
Jason Perepelkin Pharmacy 2024
Janet Okoko Educational Administration 2022
Darrin Oehlerking Music 2022

Other Members
Alison Pickrell Assistant Vice-provost, Strategic Enrolment Management (ex officio)
Deborah Burshtyn Dean, Graduate and Postdoctoral Studies (ex officio)
Debra Pozega Osburn Vice-President University Relations (ex officio, non-voting)
Graeme Joseph Team Lead, Aboriginal Students’ Centre
Tauqueer Iftikhar USSU designate – VP Academic Affairs 2022
Ehsa Moradi GSA designate 2021

Resource Members
Heather Lukey Director, Graduate Awards and Scholarships
Shandi Boser Manager, Donation and Trusts Services
Russell Isinger Registrar
Alex Beldan-Exec Awards Administrator, Teaching, Learning and Student Experience
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, Indigenous teaching and learning, and policy issues on teaching, learning and academic resources.
- Membership comprises 11* members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

**Council Members**

**Kathleen James-Cavan (Chair)-Exec** English 2022
**Natacha Hogan** Animal and Poultry Science 2023
**Paul Jones** Toxicology 2022
**JoAnn Murphy** Library 2023
**John Gjevre** Medicine 2023

**General Academic Assembly Members**

**Kelly Foley** Economics 2024
**Manar Angrini** Biology 2022
**Loleen Berdahl (Vice-chair)-Exec** Political Studies 2022
**Diego Ardenghi** Dentistry 2024
**Gail MacKay** Curriculum Studies 2021
**Ann Martin** English 2023

**Student Members**

**Tauqueer Iftikhar** USSU Designate – VP Academic Affairs 2022
**Olusola Akintola** GSA Designate 2022

**Ex-officio (voting)**

**Patti McDougall-Exec** Vice-Provost, Teaching, Learning and Student Experience

**Sessional**

**Jordan Raymond** Educational Foundations 2024

**Resource Members (non-voting)**

**Shari Baraniuk** CIO, Information and Communications Technologies
**Rachel Sarjeant-Jenkins** (designate for) Dean, University Library
**Cheri Spooner** Director, Distance Education Unit
**Nancy Turner-Exec** Director, Teaching and Learning Enhancement
**Candice Weingartner** Director, ICT Academic and Research Technologies
**Candace Wasacase-Lafferty** Director, Indigenous Initiatives
**Erin Holcomb-Exec** Committee Secretary

**Associate Members**

Associate members are administrative and technical staff with valuable expertise and experience, who receive committee agendas and can attend TLARC meetings on request or at their initiative.

**Kate Langrell** Copyright Coordinator
OTHER COMMITTEES 2020-21

POLICY OVERSIGHT COMMITTEE

- Advises on the development and approval of university-level policies and procedures

Chelsea Willness (Chair)  University Secretary and Chief Governance Officer
Ravindra Chibbar  Plant Sciences, Council representative  2023 – sabbatical
Cheryl Walner  WCVM, Council representative  2022 – backfill
Keith Walker  Educational Administration, Council representative (renew)  2024
Debby Burshtyn  Deans’ Council representative
Dailene Kells  Internal Auditor
All Vice-Presidents
All Vice-Provosts
All Associate Vice-Presidents
Jacquie Thomarat  Associate Secretary, Academic Governance
UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee
DATE OF MEETING: May 20, 2021
SUBJECT: Graduate Degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action

DECISIONS REQUESTED:

It is recommended:
That Council approve the graduate degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action, effective May 2022.

PURPOSE:
University Council has the authority to approve degree-level program.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies proposes a new graduate degree-level certificate in Climate Change Vulnerability Assessment and Adaptation Action (CCVAAA). The 9 credit unit certificate program will be aimed at working professionals and will provided them with an understanding of the relationship among climate science, vulnerability assessment, adaptation development, and management applications. Graduates of the program will support translation of this understanding by government agencies, private companies, and community planners into specific climate adaptation plans.

This program will be unique in Canada and will target students currently working as government employees, policy analysts/makers, urban planners/managers, and those working in the private sector and in industry. The program will be open to students from any disciplinary background and will serve as a stand-alone program targeted at professionals. The program will not be able to be used to ladder into further graduate study at this time.

The unit proposing the program has consulted both internally at USask as well as with industry and government partners to identify a need for this type of program.
CONSULTATION:

The academic programs committee reviewed the proposal for this program at its April 15, 2021 meeting. The committee was impressed with the broad consultation and the clear and detailed proposal.

This program was also reviewed and approved by the CGPS Programs committee on March 1, 2021 and by the CGPS Executive Committee on March 18, 2021.

ATTACHMENTS:

1. Proposal for Graduate degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action
MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Karsten Liber, Executive Director, School of Environment and Sustainability

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

Date: April 7, 2021

Re: New Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action

On March 1, 2021, the Graduate Programs Committee reviewed a proposal for a new graduate certificate in Climate Change Vulnerability Assessment and Adaption Action. Committee members appreciated the curriculum mapping provided in the proposal. The courses required for the certificate have been approved through the University Course Challenge process as they may serve as electives for other programming.

It was noted that the tuition proposed was $500/credit unit, or $1500/class. It was suggested that the proposed tuition seemed high comparative to other UofS programming. It was suggested that the target market for the new certificate would be working practitioners – individuals that would be employed while earning the certificate. It was suggested that the working professionals may have access to professional development funds to assist with tuition costs. It seemed that the minimum enrolment required eight students for the programming to be delivered.

Overall, the proposal seemed well thought out.

The Graduate Programs Committee passed the following motion on March 1, 2020:

To recommend approval for the Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action subject to the course approvals. Chibbar/Morrison CARRIED 1 abstention

The same motion was subsequently passed by the CGPS Executive Committee on March 18, 2021.

Attached please find the full proposal with the Notice of Intent and Consultation with the Registrar documents.

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

:kc
MEMORANDUM

To: Graduate Programs Committee (GPC)
From: Debby Burshtyn, Chair - Executive Committee
Date: March 18, 2021
Re: 1) Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action
  2) Proposed change to the requirements for the Graduate Professional Skills Certificate

On March 18, 2021, the Executive Committee (EC) considered the noted proposals.

1) The EC approved the New Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action with no further discussion. Kalra/Misra: 2 abstentions CARRIED

2) The EC approved the removal of the GPS 960 requirement from the Graduate Professional Skills Certificate requirements with no further discussion. Walker/Jones: Unanimously CARRIED

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: Karsten Liber, Executive Director, School of Environment and Sustainability

From: Graduate Programs Committee

Date: March 11, 2021

Re: New Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action

On March 1, 2021, the Graduate Programs Committee reviewed a proposal for a new graduate certificate in Climate Change Vulnerability Assessment and Adaption Action. Committee members noted that the curriculum mapping in the proposal looked great. It was noted that the courses for the certificate were being approved through the University Course Challenge process following CGPS approval. The CGPS course review was rigorous, and the proponents had benefitted from committee feedback.

It was noted that the tuition proposed was $500/credit unit, or $1500/class. It was suggested that the proposed tuition seemed high comparative to other UofS programming. It was suggested that the target market for the new certificate would be working practitioners – individuals that would be employed while earning the certificate. It was suggested that the working professionals may have access to professional development funds to assist with tuition costs. It seemed that the minimum enrolment required eight students for the programming to be delivered.

Overall, the proposal seemed well thought out.

The Graduate Programs Committee passed the following motion:

To recommend approval for the Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action subject to the course approvals. Chibbar/Morrison CARRIED 1 abstention

Attached please find the full proposal.

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

:kc
PROPOSAL IDENTIFICATION: Graduate Certificate for Climate Change

Title of proposal: *Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action*

Degree(s): *Graduate Certificate*

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: College of Graduate and Postdoctoral Studies/School of Environment and Sustainability

Contact person(s):

Dr. Ryan Walker  
Associate Dean, Policy and Programming Innovation  
College of Graduate and Postdoctoral Studies (CGPS)  
kelly.clement@usask.ca

Dr. Maureen Reed  
Assistant Director Academic  
School of Environment and Sustainability (SENS)  
mgr774@mail.usask.ca

Proposed date of implementation: May 2022

Proposal Document

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

Overview
EcoCanada’s December 2020 labour market information report estimates “233,500 new environmental workers will need to be hired within the next decade due to job growth and high retirement levels. Of these job openings, close to half (111,900) will be for core environmental workers, defined as those requiring environmental-specific competencies” [1]. Additionally, EcoCanada posits that “education is also a significant factor in obtaining environmental jobs, as over three-quarters of all environmental workers in 2019 had post-secondary educations.”

As the Government of Saskatchewan faces difficult budget decisions related to post-secondary funding and continues to focus on job creation as a priority, this certificate meets the need for labour-market demand for new graduates while adding a vital revenue stream for the School of Environment and Sustainability (SENS).

As requested by professionals working in natural resource sectors and government agencies, this certificate will provide both mid-career professionals and students within our existing programs with an understanding of climate change vulnerability assessment and adaptation, with a focus on key relationships and management applications. Students enrolled in this certificate program will build understanding and develop applied skills in the areas of climate science, vulnerability assessment and adaptation development that together will create capacity for professionals to translate understanding into action by government agencies, private companies, and community planners using adaptation planning. External letters of support attest to the interest in this certificate (Appendix E).

Although the certificate and its constituent courses will be available to students within our existing programs and to graduate students across campus, we will focus on attracting working professionals from government agencies and industry firms working in the natural resource management context as well as NGO professionals looking to upgrade their skills without committing to an entire degree program. The certificate will confer skills and knowledge around how climate vulnerability assessments work and how they can use these assessments to create and implement adaptation plans and action. Such planning is now frequently required by government, certification bodies and/or is demanded by shareholders of private firms. There are no programs in Canada that offer this kind of applied training, putting the University of Saskatchewan at the forefront of a unique and in-demand educational opportunity. As climate change affects many of the UN’s SDGs, this certificate will be relevant to both a national and international audience while promoting the University of Saskatchewan’s promise of being the University the World Needs and demonstrating President Stoicheff’s stated commitment to sustainable development. Participants will understand how to use climate science to ask: what are the vulnerabilities and risks for a particular management system? How can this knowledge be translated into adaptation plans and practices, taking into account the particular context (management and biophysical system) within which they are working?

Upon completion of the certificate, students will be able to identify the policy, regulatory, and management systems within which they are working; explain interactions among different variables and proposed actions; and consider the policy implications or constraints of proposed changes. Students will also learn how to address climate concerns and issues if climate policy and regulation have not yet been developed. The key components of the certificate are rooted in real-world application from industry and government case studies in natural resources management, making linkages between the science-management-practitioner interface. The certificate is grounded in processes and materials developed by the Intergovernmental Panel on Climate Change (IPCC) [2] and extensive research in the area of assessing vulnerability and developing and implementing climate change adaptations.

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

Assessing climate change vulnerability, identifying adaptation options, and selecting implementation strategies for action are becoming increasingly important in many forms of land, resource, and community management.
Both public and private sector professionals in Canada and internationally have demonstrated an interest and a need for advanced and applied professional training and development in the areas of climate change science, assessing the vulnerability of land base, resource, and community management systems, adaptation development, planning, and implementation.[3] Industry and government representatives have requested training to meet new requirements being placed on them to demonstrate climate adaptation and action. This program is designed for professionals, practitioners, and those who want to expand their training in the field of climate science, assessment of climate impacts, vulnerabilities, risks, and adaptation actions that can be adopted.

The certificate offers training and professional development that is needed across many organizations around the globe. With climate change being at the forefront in today’s environmental industry[4], this is an appealing certificate for professional development and expanded training. Potential employment opportunities from the certificate include:

- Government (managers, planners, and policy analysts)
- Industry—with a focus on natural resources (oil and gas, mining, forestry)
- Agriculture sector
- Professionals in other careers (e.g., health) that may want to expand their field or move into other positions
- Graduates from other environmental programs who wish to expand their skills
- Professionals who wish to become leaders/champions in the area of climate change to lead to climate action for their organization
- Cities and communities (urban planning)
- Private sector—environmental and engineering consulting
- Environmental professionals who are mid-career and want to advance and add to their skill set
- Environmental professionals who want to earn or retain professional certification
- NGOs—environmental groups, (e.g., Ducks Unlimited) and environmental education and communication organizations

We have included three letters of support (Appendix F) from agencies and industry as evidence of demand and need for such a training program.

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

Canada is undergoing a period of profound economic, social, and technological change that needs a “mobile, skilled workforce, constantly learning, training, and upgrading to meet the demands of a changing world”[5]. A mobile workforce needs opportunities to transition between and upgrade within jobs. Increasing access and flexibility of educational opportunities for energy security and regenerative sustainability is a major motivator.

These certificates will also address the issue of accessibility of graduate programs to allow all types of students (including working professionals and students with family commitments) opportunities for further education and skills building. The addition of the graduate certificates in Energy Security and Regenerative Sustainability align with SENS’s strategic plan and are fully consistent with the overall vision of the University of Saskatchewan being “the University the world needs,” “growing in recruitment of students,” and ensuring “our university is viewed as an accessible, go-to resource by partners and stakeholders.”[6]

For SENS, there would be risk in not proceeding with this certificate program since enhancing our enrolment targets is central to the unit’s financial viability. For the University, there is a risk that its bold plan to become “the university the world needs” will not be realized if we do not increase accessibility and flexibility to accommodate a more diverse student body and provide opportunities to engage in our innovative programs that develop leaders, innovators and change-makers. Institutions and agencies in Canada are increasingly investing in developing micro-credential programming to promote skills training and development to enhance employment opportunities [7]. For example, the Government of British Columbia has already taken a lead here; its Ministry of Advanced Education, Skills and Training has put out a call to universities in that province for short proposals to partner with
employers to develop and deliver micro-credentials. Natural Resources Canada (NRCan) is also funding Building Regional Adaptation Capacity and Expertise (BRACE) programs at universities across Canada to do this. Through our industry partnerships, we have identified this high priority certificate for immediate development before other institutions beat us to it. We are ready to implement the program, but need to do so quickly, to ensure we develop critical leadership in this area. If we do not, then someone else will, and the USask will have lost the opportunity to be a leader in climate change action, something the institution has committed to in its new Sustainability Strategy.

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

This certificate is designed for professionals, practitioners, and others who seek to expand their interdisciplinary training in the field of climate assessment and adaptation. Students may include:

- Government employees (e.g., parks, land, wildlife, and resource managers in sectors such as forestry, mining, agriculture, and energy)
- Policy analysts and policy makers
- Private sector professionals (e.g., environmental consultants, engineers)
- Urban planners/managers (e.g., infrastructure and community planning, urban forestry)
- Industry—managers, planners, supply chain managers, specifically those in natural resource sectors (e.g., mining, forestry, energy)

To maximize accessibility, this certificate will be delivered online. It will meet the needs of professionals and those who want to expand their training but do not wish to leave their current employment or families, and those who have employers who are willing to pay for the additional professional development, but not for a full graduate degree program. It also provides them with a focus on applying technical knowledge in an applied context, which offers something different from more traditional academic graduate programs. The time and cost associated with a certificate program may also make it more feasible and appealing than a full Masters or other graduate program. Additionally, the skills and training developed here could also count towards professional development credits that many professionals require.

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

The intention of our certificates is to provide skills development for professionals in work situations rather than train academics. An environmental scan shows few graduate programs related to climate change exist across Canada, and even fewer aimed at training working professionals. While the number of climate change programs in Canada is growing, there are none in the area we propose, which fills a key action-oriented gap needed by government and industry. We note there are degrees or diplomas associated with leadership (Royal Roads), broad training in climate change (Waterloo, and undergrad level training at UPEI and UVic), and training focused on mitigation (University of Toronto). There are no programs tailored specifically to building capacity in vulnerability assessment and adaptation, a focus identified as a key need by our partners in government, the forestry industry and the oil and gas industry.

See Appendix B for a list of other climate change comparator programs.

Admissions

a. What are the admissions requirements of this program?

The admission requirements are:
1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate degree.

2. a minimum cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)

3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the College of Graduate and Postdoctoral Studies. [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the certificate program.]

4. Statement of Intent: Applicants must provide a written Statement of Intent (1000 work maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant’s suitability for the program.

5. Letters of reference: Applicants will need to provide two letters of reference—either academic or professional letters.

**Probationary Admission:** Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student’s status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies Academic Policies.

**Description of the program**

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

The Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action will provide professionals with an understanding of the relationships among climate science, vulnerability assessments, adaptation development, and management applications. Graduates will support translation of this understanding by government agencies, private companies, and community planners into specific adaptation plans, leading to climate action.

Upon completion of the certificate (9 credit units), students will be expected to:

- Understand the role and application of climate change science in the process of climate change vulnerability assessments.
- Analyze climate change vulnerability assessment processes and how to apply the results to inform adaptation development for land and resource management systems.
- Identify the regulatory and management framework within which they are working and how that affects their options.
• Be able to identify actions and how they can be used to proactively address the climate change vulnerability implications of environmental and climate change for the organization.

• Analyze potential policy implications from implementing adaptation actions and understand where policy may be constraining or where new policy is needed.

ENVS 861.3 Fundamentals of Climate Change Vulnerability Assessment

This course is designed to demonstrate how climate science is used in vulnerability assessments for managing complex socio-ecological systems. It will also explore the concept of vulnerability and the degree to which geophysical, biological and socio-economic systems are susceptible to, and able to cope with, impacts of climate change.

Outcomes

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

1. Explain the introductory theory and background of climate change vulnerability assessments.
2. Recognize the difference between different types of climate change vulnerability assessments.
3. Demonstrate the application and process of climate change vulnerability assessments through case study application.
4. Examine how complex socio-ecological systems are being affected by climate change and how to approach this in the context of increasing uncertainty.
5. Demonstrate an understanding surrounding the use and application of climate science in vulnerability assessments.

ENVS 862.3 Building Adaptive Capacity for Climate Change

This course focuses on assessing the adaptive capacity of organizations and existing sustainable land and community systems to address climate change. The development and implementation of adaptation options will be explored, utilizing existing case studies to discuss opportunities, challenges, and management strategies, through climate change vulnerability assessments.

Outcomes

1. Understand the theory and assessment processes of adaptive capacity and its role in determining climate change risk and vulnerability.
2. Evaluate existing case studies that illustrate climate change impacts and vulnerabilities, consider priority adaptation options implemented, and how they would potentially affect planning and operations within sustainable land and community management systems.
3. Examine how results of vulnerability assessments may be used to evaluate and monitor adaptation by organizations and communities.
4. Discuss opportunities, challenges and barriers to adaptation through climate change vulnerability assessments.
5. Understand how to apply climate science, vulnerability assessment and adaptation tools, and techniques designed to achieve mainstreaming of adaptation in environmental and natural resources sectors.

ENVS 863.3 The Climate Adaptive Organization

This course focuses on the intersection of climate vulnerabilities, adaptation action, and the application to inform and assess the economic and organizational elements of management and planning for climate change adaptation. Policy implications will be explored in adaptation management and decision making in the organizational case for adaptation action.
Outcomes

1. Recognize different potential costs related to climate change vulnerabilities and adaptation to climate change in sustainable and natural resource management systems and communities.
2. Understand the process of how potential cost increases associated with climate impacts and the ability to achieve management objectives are analyzed.
3. Describe how adaptation actions are chosen and why.
4. Explore why/how costs are attached to the different adaptation strategies or how they may be viewed.
5. Explain the application of applying an organization’s metric to develop a business case for adaptation to guide proactive strategic planning in the sustainable land and natural resource sector, and communities, to build resilience in a changing climate.
6. Explore policy implications in adaptation management and decision-making for organizations engaged in proactive adaption.

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 motivation behind creating a professional graduate certificate in climate change vulnerability and adaptation action is to create a unique program 1) meets the current and future demand from industry, government, NGOs, and community stakeholders for a grounded, applied program , 2) aims to build key skills and knowledge for land management and resource practitioners to take leadership roles in climate vulnerability assessment and adaptation action, and 3) increases equity through enhanced accessibility and flexibility of program delivery for professionals who have full-time employment commitments, and those with responsibilities that limit the ability to relocate for educational purposes. The characteristics embedded within this certificate program include:

• Grounded case-based learning opportunities
• Training and tools to aid in increasing adaptive capacity and resilience in the area of climate change vulnerability assessments and developing strategies leading to adaptation action
• Clear links to addressing certain UN Sustainable Development Goals
• Current and highly applied solutions-oriented programming
• Experiential learning opportunities (i.e., learning by doing—guided by needs identified by practitioners), such as discussion and networking opportunities with professionals in the field
• Online and blended courses

The results of market survey we conducted in Spring 2020 support our proposed directions toward accessible programming and flexible options. Specifically, 81% of respondents indicated that they are more likely to pursue graduate educational opportunities if our programs offered flexible options such as online courses and the ability to complete programs part-time. Additionally, the majority of prospective students indicated that they would consider graduate programs that offered combined delivery (a blend of online and on-campus).

The certificate is appealing to professionals and those who want to expand their training but do not wish to leave their current employment or families, and those who have employers who are willing to pay for the additional professional development, but not for a full graduate degree program. It also provides them with a focus on applying technical knowledge in an applied context, which offers something different from more traditional academic graduate programs. The time and cost associated with a certificate program may also make it more feasible and appealing than a full Masters or other graduate program.

Our teaching philosophy is focused around building the skills and approaches students need to tackle deep, complex, and long-lasting climate change vulnerability issues and the application of robust, flexible adaption options for both short and long-term. We employ an experiential, solution-focused, interdisciplinary (sometimes transdisciplinary) approach, with an emphasis on professional skill development and deployment. We will engage case-based learning approaches to build crucial links between the science and grounded application, helping students understand how to apply the new skills and methods they are learning, becoming agents of changes as
they mobilize theory into practice to solve multi-faceted, often wicked, problems. We embrace complexity, helping our students understand the linkages across human and natural systems, and consider the importance of complexity and uncertainty, rather than avoid them. Students deepen their respect for a range of perspectives and ways of knowing, and their understanding of themselves and how their training, skills, attributes, and background affect their role as climate change practitioners.

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

<table>
<thead>
<tr>
<th>Leader</th>
<th>ENVS 861 Fundamentals of Climate Change Vulnerability Assessment</th>
<th>ENVS 862 Building Adaptive Capacity for Climate Change</th>
<th>ENVS 863 The Climate Adaptive Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>ethics</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>L2</td>
<td>commitment</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>L3</td>
<td>trust</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>L4</td>
<td>reconciliation</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>L5</td>
<td>growth</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>L6</td>
<td>adaptive</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>L7</td>
<td>risk-taking</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td><strong>Integrator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I1</td>
<td>understand</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>I2</td>
<td>multiple sources</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>I3</td>
<td>theories of interaction</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>I4</td>
<td>change agents</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>I5</td>
<td>conflict</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td><strong>Thinker</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>complexity</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>T2</td>
<td>open-minded</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>T3</td>
<td>multiple dimensions</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>T4</td>
<td>challenge</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>T5</td>
<td>diverse data</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td><strong>Collaborator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>communication</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>C2</td>
<td>relationships</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>C3</td>
<td>ways of knowing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>C4</td>
<td>humility</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>C5</td>
<td>healthy debate</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td><strong>Adaptor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>self-awareness</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>A2</td>
<td>continual learning</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>A3</td>
<td>management</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>A4</td>
<td>feedback</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>A5</td>
<td>self-monitoring</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

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

Our certificate program is focused on building professional skills and knowledge for problem solving and application of solutions. We will help students further develop their skills in synthesis and analysis, critical thinking, and problem solving.
We have deliberately created a set of applied courses, grounded in real-world application, that will ensure all students build key skills and knowledge to achieve our graduate attributes. These courses are fundamental to ensuring students gain a breadth of knowledge required to fully understand the complexity of climate change problems and solutions. The courses are designed to focus on application, problem solving, critical thinking, interdisciplinary collaboration, and synthesis. The courses are sequenced and network appropriately to enhance student success. The courses will include delivery by experienced practitioners (through either sessional or guest lecturers). Having access to this professional expertise will help students better understand real-world applications and build their professional networks.

All courses within the Graduate Certificate provide learning opportunities for our graduate students to develop and hone their professional skills, including critical and creative-thinking, interdisciplinary and intercultural collaboration, and professionalism. Our curriculum will also expand their potential for reflection, communication, and leadership. We are using sets of applied, grounded case studies across all courses that enable students to apply different critical “lenses”, and analytical and design approaches. These approaches will equip our graduates with a solutions-oriented skill set well matched to addressing real-world problems and addressing a gap in training and education that currently exists in various sectors. We aspire to not only bring key solutions-oriented practitioners together to become agents of change-build solutions, but ensure they are equipped with the critical interdisciplinary, intersectoral, and intercultural skills required.

These opportunities can be found in:

- **Problem-solving**: 861, 862, 863
- **Synthesis and analysis**: 861, 862, 863
- **Critical thinking**: all of our courses
- **Interdisciplinary collaboration**: everywhere
- **Application**: 861, 862, 863

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

The primary objective of the Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action is to empower graduates to become leaders in addressing climate change-related challenges, build adaptive capacity, and, to design and implement resilient, practical solutions. This certificate is designed to meet the needs of working professionals and recent graduates wanting to expand their skills in climate change-related issues.

Climate change solutions and adaptation action do not belong to a single discipline; rather, the transdisciplinary nature of the certificate will bring together the vast expertise of our faculty with the educational and work experiences of our student base. This certificate will not just focus on climate change and adaptation concepts but will also offer opportunities for students to learn how to apply knowledge and gain key skills related to adaptive capacity, resource management, governance, economics, planning and regulation, negotiations, and community engage.

Solving the climate change and adaptation challenges of the world will only happen by bringing people together from across disciplines and ensuring development of critical skills for interdisciplinary, intersectoral, and intercultural collaboration. Not only will the program bring people together from across disciplines, but this mingling of the minds in the context of well-designed programming will also allow us to contribute to and advance positive solutions towards the United Nations’ Sustainable Development Goals (SDGs). The following table outlines which of the courses within the certificate work towards addressing specific SDGs.
### Connection to Sustainable Development Goals (SDGs)

<table>
<thead>
<tr>
<th>SDG</th>
<th>Aspiration</th>
<th>CCVAAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No Poverty</td>
<td>End poverty in all its forms everywhere</td>
</tr>
<tr>
<td>2</td>
<td>Zero Hunger</td>
<td>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</td>
</tr>
<tr>
<td>3</td>
<td>Good Health &amp; Well-being</td>
<td>Ensure health lives and promote well-being for all</td>
</tr>
<tr>
<td>4</td>
<td>Quality Education</td>
<td>Ensure quality education and promote lifelong learning opportunities for all</td>
</tr>
<tr>
<td>5</td>
<td>Gender Equality</td>
<td>Achieve gender equality and empower all women and girls</td>
</tr>
<tr>
<td>6</td>
<td>Clean Water &amp; Sanitation</td>
<td>Ensure access to water and sanitation for all</td>
</tr>
<tr>
<td>7</td>
<td>Affordable &amp; Clean Energy</td>
<td>Ensure access to affordable, reliable sustainable and modern energy for all</td>
</tr>
<tr>
<td>8</td>
<td>Decent Work &amp; Economic Growth</td>
<td>Promote inclusive and sustainable economic growth, employment and decent work for all</td>
</tr>
<tr>
<td>9</td>
<td>Industry Innovation &amp; Infrastructure</td>
<td>Build resilient infrastructure, promote sustainable industrialization, and foster innovation 861, 862, 863</td>
</tr>
<tr>
<td>10</td>
<td>Reduced Inequalities</td>
<td>Reduce inequalities within and among countries 861, 862, 863</td>
</tr>
<tr>
<td>11</td>
<td>Sustainable Cities &amp; Communities</td>
<td>Make cities and human settlements inclusive, safe, resilient and sustainable 861, 862, 863</td>
</tr>
<tr>
<td>12</td>
<td>Responsible Consumption &amp; Production</td>
<td>Ensure sustainable consumption and production patterns</td>
</tr>
<tr>
<td>13</td>
<td>Climate Action</td>
<td>Take urgent action to combat climate change and its impacts 861, 862, 863</td>
</tr>
<tr>
<td>14</td>
<td>Life Below Water</td>
<td>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</td>
</tr>
<tr>
<td>15</td>
<td>Life on Land</td>
<td>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 861, 862, 863</td>
</tr>
<tr>
<td>16</td>
<td>Peace &amp; Justice Strong Institutions</td>
<td>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all level</td>
</tr>
<tr>
<td>17</td>
<td>Partnerships for the Goals</td>
<td>Strengthen the means of implementation and revitalize the global partnership for sustainable development</td>
</tr>
</tbody>
</table>

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 table below illustrates how required courses for each of the proposed certificates align with the Five Learning Objectives outlined in the University’s Learning Charter. The course numbers are listed for each learning objective and its sub-objectives.
Learning Charter: Five Learning Objectives

<table>
<thead>
<tr>
<th>Description</th>
<th>ENVS 861</th>
<th>ENVS 862</th>
<th>ENVS 863</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursuit of Truth and Understanding</td>
<td>Critical thinking</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Multiple ways of knowing and learning</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Intellectual flexibility</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Pursuit of Knowledges</td>
<td>Depth of understanding in subject area</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Breadth of understanding how subject area intersects with related subject areas</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Understanding how one’s subject area impacts communities</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Using and applying one’s knowledge with respect to all individuals</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Pursuit of Integrity and Respect</td>
<td>Exercising intellectual integrity and ethical behavior</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Recognizing and thinking through moral and ethical issues</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Recognizing the limits to one’s knowledge, skills and understanding and acting in accordance with these limits</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Appreciate one’s own worldview while showing respect for others’ worldviews</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Recognizing and thinking through moral and ethical issues

<table>
<thead>
<tr>
<th>Description</th>
<th>ENVS 861</th>
<th>ENVS 862</th>
<th>ENVS 863</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop and apply research, inquiry, knowledge creation and translation skills</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Communicate clearly, substantively and persuasively in different contexts</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Pursuit of Skills and Practices

<table>
<thead>
<tr>
<th>Description</th>
<th>ENVS 861</th>
<th>ENVS 862</th>
<th>ENVS 863</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commit to positive growth and change for oneself and for local, national and global communities</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Act with confidence and strength of purpose for the good of oneself and different communities</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Embrace responsibilities to oneself and others in ways that are authentic and meaningful</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Sharing knowledges and exercise leadership as acts of individual and community responsibility</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

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

This certificate is open to graduate students from all disciplines. There are no barriers. In fact, we encourage cohorts of students from varying disciplines. This certificate will serve as stand-alone program for professionals.

**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 key benefit of offering this program is training highly qualified professionals in Saskatchewan, Canada, and internationally. By tracking our graduates, we will be able to understand the number of organizations they have helped support in climate change vulnerability assessment and adaptation. Enrolment success can be measured through the number of student applicants, enrolment and completion; program success can be reviewed by the number and quality of external partnerships and professional success of our graduates can be tracked by employer and alumni surveys.

Now is the time for investing in sustainability programming. Climate change and other sustainability issues are of great significance and interest at this time, and working professionals need to “upskill” in these areas to meet these emerging challenges. With our community and industry partners, we are well positioned to attract new
students, once we make these programs more accessible. This is a strategic addition to our current offerings, which touch on climate change vulnerability and adaptation, but do not teach the specific competencies that are included here. Indeed, this offering crosses over multiple areas of interest, including regenerative sustainability (MSs), energy security (MSS) and water security (MWS), and may be sought by some students as a complementary degree following completion, of their masters level training. Currently, there are no similar programs anywhere in Canada, and offering the program at this time will help establish the University of Saskatchewan as a leader in climate change action.

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.

Not applicable

Consultation

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

The proposed certificate will join our suite of other graduate certificates. This addition will further enhance accessibility by allowing part-time students (e.g., working professionals) to take one or more certificates. We see many advantages to offering this certificate:

- Increased accessibility of post-secondary education for diverse students
- More appeal to domestic students
- Potential to ladder students into a Masters program
- An additional revenue stream for SENS
- Address a current gap in professional applied training in the area of climate science, vulnerability assessment, and adaptation action that is grounded in real-world case studies

*We note that all courses will be offered in a compressed format and we intend to offer this certificate online to substantively increase accessibility.*

Offering a certificate centered around climate change assessment and adaptation will address the issue of accessibility of graduate programs to allow all types of students (including working professionals) opportunities for further education and skills building. This certificate will expand our suite of newly created graduate certificates (in Water Security, Energy Security, and Regenerative Sustainability), which aligns with SENS’s strategic plan. The certificate also takes an immediate step towards meeting the commitments in the new USask Sustainability Strategy and is fully consistent with the overall vision of the University of Saskatchewan being “the University the world needs,” “growing in recruitment of students,” and ensuring “our university is viewed as an accessible, go-to resource by partners and stakeholders” [6] as well as works towards achieving the United Nations’ Sustainable Development Goals [8].

Intensive full-time masters programs are almost impossible for working professionals to wholly commit to given their work and/or family commitments. Via this certificate offering, we seek to significantly increase accessibility to our graduate programming and offer diverse groups of students opportunities to pursue graduate work in sustainability issues and to meet requirements for ongoing professional development. As the global climate continues to change, so do the complex socio-ecological systems that we are managing. The current and potential effects of climate change on socio-ecological systems are expected to have significant implications for land and resource practitioners’ ability to achieve sustainability goals and objectives as they are currently practiced [9].
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.

No similar certificate programs are offered across campus, nor are there similar courses in any other unit. We have consulted with both Edwards School of Business and the Johnson Shoyama Graduate School of Public Policy—both of which agree that such a program is important and needed. Both units indicated that they currently have no capacity to deliver any of the courses; however, we are discussing options for the delivery of guest lectures in the third course with faculty in these two units. There will also be guest lectures by external government and industry professionals in the first two courses.

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

Not applicable

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

We do not anticipate that any additional resources will be required. Therefore, we have not provided the Library Requirements Form. For required course materials, they will either be provided or freely accessible to students with links. Appendix C contains a sample of those materials.

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

Both public and private sector professionals in the natural resource sector have demonstrated an interest and a need for professional training and development in the area of climate change science, assessing vulnerability of their land base and management systems, adaptation development, planning, implementation, and action. This need is seen across the country by both industry and government. Presentations surrounding this need were provided for the following organizations, at their request:

- The Forest Products Association of Canada (March 2018)
- BC Professional Foresters (March 2019)
- Ontario Professional Foresters (May 2019)
- Canada’s Oil Sands Innovation Alliance – COSIA (November 2019)
- The provincial governments of Saskatchewan (Forest Services—September 2019), Alberta (Ken Greenway’s group—November 2019), and British Columbia (Diane Nichols and her executive team March 2020).

All of these organizations saw this as important work and were highly supportive. All recognize the value of how the vulnerability assessment process could be used to engage professionals and support their training and education. In particular, they saw the value of the applied focus that made this process relevant to their organization’s operational and strategic planning and management needs to address climate change. Certification agencies are starting to require more accountability in meeting the standards; investors are wanting to know how industry is accounting for climate vulnerabilities and risk and how they are adapting to these; other stakeholders and the public are looking for social acceptability and license with respect to climate. Letters demonstrating this need and supporting the establishment of courses to meet this need are included in Appendix F.
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).

This program will be delivered entirely by a single sessional instructor, who will teach all three courses. We strongly believe this should be a practitioner-led program, hence have budgeted for sessional support, with the plan to engage adjunct professor Sheri Andrews-Key in teaching. Dr. Andrews-Key has a diverse and extensive background in various facets of the application of the climate science-management-policy interface in the environmental and resource-based sectors and government across Canada. Recognizing this is a potential risk to our programmatic continuity, the expectation is that students will complete the certificate within one year. If there is any year when the instructor would not be available or if we do not have sufficient student numbers enrolled in the program, we will not offer the certificate in that year.

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

No programs will be deleted. We are proposing to bundle some of our newly developed climate change courses into this certificate, which will be offered alongside our other certificates.

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

Because the program will be delivered entirely by a sessional instructor hired specifically for this program, it will not affect the teaching assignments of any faculty within SENS.

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).

Given the development of our new courses in climate change vulnerability assessment and adaptation, we propose to package them into the proposed micro-credential to increase accessibility and flexibility, especially for working professionals. We estimate that by combining resources and drawing on increased tuition revenues from approximately 30 students per year, we will have more than sufficient resources to deliver these certificates.

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.

We intend to offer this certificate online to substantively increase accessibility. However, other than initial development costs, we do not anticipate any other costs associated with the online development and delivery.

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

Not applicable
g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

Students enrolled in certificate programs will not be eligible for financial support.

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).

Non-standard tuition will be assessed. Students will pay tuition by the course. We propose to set tuition for Year 1 at $1500 per course ($500 per credit unit). Therefore, the total cost of a student will be $4500 for the full certificate.

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)

One-time costs: The certificate will be developed by thematically clustering two new courses in climate change offered within SENS plus the third course included in this proposal. We include the costs of developing this course in our calculations ($8000).

On-going costs: We anticipate the following on-going costs associated with the addition of this graduate certificate to SENS’s programming:

- Sessional instructor costs to deliver the three courses comprising the 9-cu certificate requirement [rationale: Student feedback in our existing professional programs indicates the appetite for and importance of having more content and instruction from practitioners from outside the university working in the sectors the students strive to work in.] We estimate approximately $8000 per 3 cu course per year.
- TAships to handle larger class sizes as enrollment grows—which will be easily handled through the revenue generated by enrolment.

We estimate that all costs associated with offering the program will be covered by tuition revenue. For more detail, see Appendix D.

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?

We anticipate student enrolments of approximately 30 students per year within two years. These numbers were determined from requests for this type of programming from government, industry, graduate students, and Natural Resources Canada. We expect the minimum enrolment to be 15 students/year and the maximum to be 35 students/year.

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?

In Year 1, the costs would be approximately $37,000 (including costs for development, marketing, delivery and TAships). Conversely, assuming a conservative student enrolment number of 15 students (12 domestic and 3 international), we anticipate a total revenue of $75,330, leading to a projected surplus in Y1 of $38,330. All revenue can be thought of an incremental revenue. We also project significant surpluses in the subsequent four years: $81,463, $114,204, $167,291, and $172,714.
See Appendix D for a breakdown of the budget costs (including our assumptions) over the first five years of the program.

I. 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?

At $1500 per course, we would only need about 8 students to enroll in all three courses or 24 students to enroll in one course each to cover our expenses.

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).

See k. above and Appendix D.

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

We do not anticipate any new funding sources other than tuition revenue to offset the incremental costs. The program will be cost neutral at 8 students completing the certificate a year. As mentioned above, we anticipate a surplus of revenue beginning in the first year of offering the program and continuing in each year beyond. See Appendix D.

References


**School Statement**

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

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

See Appendix A for the School Statement.

**Related Documentation**

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

- Excerpts from the College Plan and Planning Parameters (in proposal)
- SPR recommendations (none)
- Relevant sections of the College plan (in proposal)
- Accreditation review recommendations (n/a)
- Letters of support (Appendix F)
- Memos of consultation (none)

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:
1. Consultation with the Registrar form (Appendix H)
2. Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red.

Catalogue Entry for *Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action*

The Graduate Certificate in *Climate Change Vulnerability Assessment and Adaptation Action* will provide professionals with an understanding of the relationships among climate science, vulnerability assessments, adaptation development, and management applications. Graduates will support translation of this understanding by government agencies, private companies, and community planners into specific adaptation plans, leading to climate action.

**Admission Requirements**

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the *Bologna Declaration*, will be acceptable as the equivalent of an undergraduate degree.

2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)

3. **Language Proficiency Requirements:** Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the *College of Graduate and Postdoctoral Studies*. [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the certificate program.]

4. **Statement of Intent:** Applicants must provide a written Statement of Intent (1000 work maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. *This statement is a key component in adjudicating each applicant’s suitability for the program.*

5. **Letters of reference:** Applicants will need to provide two letters of reference—either academic or professional letters.

**Probationary Admission:** Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student’s status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies *Academic Policies*. 
Certificate Requirements

A minimum of 9 credit units including:

- ENVS 861.3  Fundamentals of Climate Change Vulnerability Assessment
- ENVS 862.3  Building Adaptive Capacity for Climate Change
- ENVS 863.3  The Climate Adaptive Organization

3. Course Proposal Forms

The third course in the certificate (ENVS 863.3) is included in this proposal. ENVS 861.3 and ENVS 862.3 have been submitted and approved through University Course Challenge.

Required for all new courses:

- New Course Proposal forms (Appendix G)
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form (none)
- Library Requirements form (none)
- Physical Resource Requirements form (none)
- Budget Consultation form (Appendix E)
Appendices

Appendix A: School Statement

MEMORANDUM

To: College of Graduate and Postdoctoral Studies
   University Council

From: Karsten Liber, Executive Director (Interim)

Subject: School Statement: Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action

Date: 01 February 2021

CC:

Colleagues,

I am pleased to offer this proposal from the School of Environment and Sustainability (SENS). On 8 January 2021, the faculty of SENS unanimously voted in favour of pursuing this Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action.

As the need for climate action becomes more urgent, we recognize that everyone will have to deal with and address climate changes and associated challenges, not the least natural resources companies, natural resource-based business including agriculture, Indigenous and rural communities, and government agencies. Presently, most professionals and decision makers in these sectors do not have access to the required training to support the necessary adaptation and resilience of their workplaces, industries and communities. In the face of significant demand from government and industry, we have the opportunity here to be a lead provider of training in climate action and advance our aspiration of becoming “the university the work needs.” A certificate program focused on vulnerability assessment and adaptation action is aligned with the University of Saskatchewan’s priorities related to sustainability programming and increased accessibility to education.

Key issues that were identified and addressed are listed in the table below.
<table>
<thead>
<tr>
<th><strong>Key issues</strong></th>
<th><strong>Resolution</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>This certificate is designed for professionals, practitioners, and those who want to expand their interdisciplinary training in the field of climate science, assessment and application of climate impacts and adaption in a management context, and how this translates into the organizational case for adaptation. This may include: government employees, policy analysts and decision makers, private sector, urban planners/managers, industry. You may have a better way of presenting this.</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>The certificate will be delivered online in a multi-modal format (synchronous, asynchronous, and in-person when it becomes available).</td>
</tr>
<tr>
<td>Accessibility and flexibility</td>
<td>Courses have also been bundled into more accessible certificate program options that will allow active professionals to broaden and deepen their expertise without the financial or time commitment of pursuing a full post-graduate degree.</td>
</tr>
<tr>
<td>Professional skills v. academic offerings</td>
<td>Courses are oriented to supporting professional skill development to address common sustainability issues.</td>
</tr>
</tbody>
</table>

We are very confident that there is a real market need for this certificate, that solid enrolment will happen and that the certificate will bring national attention to the University of Saskatchewan. Furthermore, we are excited to propose a concrete step towards meeting the aspirations set forth in our University’s new Sustainability Strategy.

Thank you for reviewing this proposal. Please let me know if you require any additional information.

Sincerely,

KARSTEN LIBER, PH.D.
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
karsten.liber@usask.ca

KEL/jlm
Appendix B: Climate Change Programs in Canada

**U15 comparators are shaded

There are a growing number of climate change programs in Canada, but none in the area we propose, which fills a key action-oriented gap needed by government and industry. We note there are degrees or diplomas associated with leadership (Royal Roads), broad training in climate change (Waterloo, and undergrad level training at UPEI and UVic), and training focused on mitigation (University of Toronto). There are no programs tailored specifically to building capacity in vulnerability assessment and adaptation, areas identified as a key need by our partners in government, the forestry industry and the oil and gas industry (See letters of support in Appendix F.).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Type</th>
<th>Description (+ credit units and courses)</th>
<th>Delivery</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royal Roads University</td>
<td>Master of Arts in Climate Action Leadership</td>
<td>2-year program for change makers with an interest in bettering our planet through leading actions in policy, practice and scholarship. This competency-based program is focused at the nexus of climate science, social science, justice, and change leadership - 36 credit units</td>
<td>Blended (onsite &amp; online)</td>
<td>$25,786 (domestic) $32,496 (international)</td>
</tr>
<tr>
<td>Graduate Diploma in Climate Action Leadership</td>
<td>Diploma</td>
<td>15 months - 18 credit units - uses a learner-centered, open learning curriculum that challenges students to reach beyond the walls of the classroom to respond to real world problems and generate real world solutions</td>
<td>blended</td>
<td>$12,893 (domestic) $16,248 (international)</td>
</tr>
<tr>
<td>Graduate Certificate in Science of Policy of Climate Change</td>
<td>Certificate</td>
<td>the critical knowledge, interdisciplinary education, and practical skills to identify climate challenges and solutions and act on them - 3 courses (total 9 cu) - Program length = 1 year - Partnership with ECO Canada</td>
<td>online</td>
<td>$6,530</td>
</tr>
<tr>
<td>University of Toronto (School of Continuing Studies)</td>
<td>Climate Change Policy and Practice</td>
<td>4 required courses Students will - identify the physical, regulatory and financial impacts of climate change in North American jurisdictions - learn what drives the price of carbon and how it can help finance emissions-offset projects - Learn how cap-and-trade schemes, taxes and command and control reduce emissions. - describe the principles and practices of greenhouse gas emissions validation and verification - assess a range of industry and regulatory policies and develop a mitigation strategy for the company of your choosing</td>
<td>onsite</td>
<td>$900/course == $3600/cert.</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>Master of Climate Change</td>
<td>The MCC program provides a unique educational experience for students looking for advanced training and expertise specific to climate change. Graduates will be part of the first generation of climate change</td>
<td>on-campus</td>
<td>$2,254/term (full-time) $9,452/term (international)</td>
</tr>
</tbody>
</table>
professionals and able to pursue diverse career paths in all areas of government, civil society, and local/international development. MCC students will

- Achieve systematic understanding of climate change science, policy and management
- Interpret and evaluate climate change research and policy
- Gain professional skills in research execution, collaborative problem solving, and effective written and oral communication.
- Professional program with major research paper and internship options
- 7 courses (3 required and 2 electives in climate change + 2 open electives) + internship (or major research paper)
- Full- and part-time options

<table>
<thead>
<tr>
<th>University of Prince Edward Island</th>
<th>Bachelor of Science in Applied Climate Change and Adaptation</th>
<th>Undergrad degree (BSc)</th>
<th>4-year program (120 credit units)</th>
<th>On-campus</th>
<th>$6390/year (domestic) $13,860/year (international)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Victoria</td>
<td>Human Dimensions of Climate Change</td>
<td>Undergrad Certificate</td>
<td>Students will learn about the complex conditions (historical, political, socio-cultural, economic, technological, etc.) that created and are creating climate change. How are (and will) people in different geographical and social locations experience the future?</td>
<td>On-campus</td>
<td>None listed</td>
</tr>
</tbody>
</table>
Appendix C: Sample Resources


*Program Proposal: CCVAAA Appendices — FINAL 01 February 2021*


Appendix D: Budget Template

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Climate Change Vulnerability, Assessment and Adaptation Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
</tr>
<tr>
<td>Total tuition revenue:</td>
<td>Total headcount: 15, 20, 25, 30, 35</td>
</tr>
<tr>
<td>Total # of domestic students (headcount)</td>
<td>12</td>
</tr>
<tr>
<td>Domestic tuition rate</td>
<td>$ 4,500.00</td>
</tr>
<tr>
<td>Total tuition revenue - domestic</td>
<td>$ 54,000.00</td>
</tr>
<tr>
<td>Total # of international students (headcount)</td>
<td>3</td>
</tr>
<tr>
<td>International tuition rate</td>
<td>$ 7,110.00</td>
</tr>
<tr>
<td>Total tuition revenue - international</td>
<td>$ 21,330.00</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Total student fees*</td>
<td>-</td>
</tr>
<tr>
<td>Other (not in Comments)</td>
<td>-</td>
</tr>
<tr>
<td>Total revenue</td>
<td>$ 75,330.00</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
</tr>
<tr>
<td>Start-up costs</td>
<td>$ 13,000.00</td>
</tr>
<tr>
<td>Salaries and benefits:</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$ 24,000.00</td>
</tr>
<tr>
<td>Sessional or limited term instructional support</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Total salary and benefits</td>
<td>$ 24,000.00</td>
</tr>
<tr>
<td>Scholarships and bursaries</td>
<td></td>
</tr>
<tr>
<td>Marketing and promotion</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Materials and supplies</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Equipment and IT</td>
<td></td>
</tr>
<tr>
<td>Other costs (not in Comments)</td>
<td></td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$ 37,900.00</td>
</tr>
<tr>
<td>Estimated Surplus or Deficit</td>
<td>$ 38,330.00</td>
</tr>
</tbody>
</table>

*A relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc.). Excludes compulsory institutional fees (e.g. Athletics, Recreation, etc.).
Appendix E: Budget Requirements Form

This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

This form identifies the relevant financial issues that should be summarized in your proposal and is to be completed for all new programs and major revisions regardless of whether new budgetary resources or budget reallocations are required from outside the sponsoring unit.

In particular, as well as summarizing capital and start-up, and permanent or ongoing resource requirements, this form facilitates a summary of the impact of the proposal on the university’s tuition and fee revenue. In addition, all relevant funding sources must be identified, with appropriate letters of support from each funding source.

The information provided herein must be consistent with the financial information required on all other forms that are submitted with the program proposal. In that regard, this form should be finalized after all other required forms are competed and attached to the proposal.

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Financial Services Division. As noted above, contact the Financial Analyst responsible for your College for assistance. (Dial #8303 if you have questions regarding Financial Analyst assignments.)

1. Proposal Identification

Full name of program: Certificate in Climate Change Vulnerability Assessment and Adaptation Action

Short form (degree abbreviation): CCVAAA

Sponsoring Dept/College: School of Environment and Sustainability

2. Full costing of resource requirements

The resource requirements summarized in this section are to be consistent with the information required in all other forms attached to the proposal.

a) Capital and Start-up Costs:

Examples of capital and start-up costs include new space, renovations, equipment, computer hardware and software, media and technology, and faculty costs for course development. Specifically, the resource requirements should agree to the Library, Information Technology, and Physical Resource requirement forms. If
any of the capital and/or start-up costs also permanent operating cost implications, the permanent resource requirements should be summarized below.

Development cost for the 3rd course ($8,000) – courses 1 and 2 are pending approval through university course challenge.
Marking and development costs ($5,000)

b) Permanent Operating Costs:
Examples of permanent operating costs include costs for faculty, administrative, technical and other support staff, materials and supplies, and media and technology costs. While salary and benefit requirements for faculty and support staff are significant items, the resource requirements noted in the Registrar’s, Library and/or Information Technology forms and ongoing operating or maintenance costs noted in the Physical Resources form, must also be summarized in this section.

Sessional lecturers ($24,000/year with 2% salary escalation)

3. Sources of funding
For the total amount of resources required for both capital and start-up costs, and for permanent operating costs, identify the amount required from each funding source and provide documentation from the funding source to support the amount.

The sources of funding could include the sponsoring college/departments base operating budget, other college/department sources of internal funding, special internal funding allocations such as priority determination, central university funds, and external sources as appropriate. Where the source of funding includes one or more colleges/departments, each individual college/department should be reported separately.

Source of funding is Tuition revenue – see next section and Appendix D.

4. Enrolment (tuition revenue)
The enrolment data summarized in this section is to be consistent with the information required in the New Courses form. Where enrolment growth is projected, the amount and the related time period should be identified and explained.

The enrolment data should be provided in a manner that can be easily used to calculate tuition revenue. For example, enrolment data for degree courses should be presented as either 3-cu or 6-cu equivalents. The information presented should clearly differentiate between actual enrolment levels before the change and expected enrolment levels following the change, including growth as noted above.

a) Sponsoring college/department
The enrolment increases and decreases in courses in the sponsoring college/department must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.
<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Domestic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>per certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Yr. 1 - $1,500 per course x 3 courses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>80%</td>
<td>70%</td>
<td>70%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Tuition rates</td>
<td>4,500</td>
<td>4,725</td>
<td>4,961.25</td>
<td>5,110.09</td>
<td>5,263.39</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int’l differential</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Tuition rates</td>
<td>7,110</td>
<td>7,465.50</td>
<td>7,838.78</td>
<td>8,073.94</td>
<td>8,316.16</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$75,330</td>
<td>$110,943</td>
<td>$144,174</td>
<td>$197,760</td>
<td>$203,693</td>
</tr>
</tbody>
</table>

Note – above assumes tuition increase of 5% for Years 2 and 3 and 3% for Years 4 and 5.

b) Other college/department:
The enrolment increases and decreases in courses in the other colleges/departments must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

If enrolments will increase or decrease in other colleges/departments, the change in resources requirements, if any, resulting from the increase or decrease should be included in section 2.

5. Additional Comments
Please provide and additional comments to support the program budget.
n/a

Date: 21 January 2021

Tracey McHardy, SBA- Finance School of Environment and Sustainability
Financial Analyst (assisting in form preparation on behalf of the Financial Services Division)

Dr. Maureen Reed, Assistant Director - Academic, School of Environment and Sustainability
Faculty member (for the sponsoring college/dept)
Appendix F: Letters of Support

The following letters of support have been received for this proposal.

Mark Johnston, PhD, Senior Research Scientist, Saskatchewan Research Council
Paul LeBlanc, District Forester, Louisiana-Pacific Canada Limited
Kate Lindsay, VP Sustainability and Environmental Partnerships, Forest Products Association of Canada (FPAC)
David L. Peterson, Professor and Emeritus Senior Scientist, U.S. Forest Service, Pacific Northwest Research Station
January 29, 2021

Letter of support for:

Certificate Program Development — University of Saskatchewan, School of Environment and Sustainability

This letter is in support of the proposed certificate program focused on the Professional Climate Change Vulnerability Assessment and Business Case for Adaptation. Researchers at the Saskatchewan Research Council have spent more than 20 years working with governments, industry and NGOs on climate change impacts and adaptation. That work was based on ‘learning by doing’ as there was no formal training available in the field of climate change adaptation. A certificate such as the one proposed will go a long way toward preparing students in carrying out climate change vulnerability assessments and identifying adaptation options. And perhaps more important, the certificate will provide the tools for participants to train other natural resource professionals in vulnerability assessment and adaptation planning techniques.

An important aspect of the certificate is its emphasis on ‘real world’ examples and exercises. We have found that it is essential to collaborate closely with practitioners in undertaking these assessments, and a certificate that emphasizes real world experience will assist the students in the ability to interact effectively with natural resource managers. We are confident that students in this certificate course will benefit from this ‘on the ground’ approach.

Finally, a unique aspect of the certificate is Making the Business Case for Adaptation. In our experience it is very clear that natural resource industries (e.g., forestry) need to be able to assess the effects on business of climate change impacts and the economics of implementing adaptation actions. Yet this area is virtually unexplored in literature and in practice in the natural resources field. An emphasis on making the business case will enhance the credibility of the students as they engage with industry and government collaborators.

In short, we strongly support and encourage the University of Saskatchewan to move forward in establishing this certificate and look forward to a new cohort of practitioners skilled in assisting natural resource managers to deal effectively with climate change.

Sincerely,

Mark Johnston, PhD
Senior Research Scientist
October 23rd, 2020

Re: Letter of Support – Climate Change Vulnerability Assessment and Adaptation Action Certificate

Dear University of Saskatchewan;

I am writing this letter in support of the development of a climate change vulnerability assessment and adaptation action certificate. Development of a professional program at the graduate level through a university is a much-needed upgrade for many professionals. This proposed course-based certificate would specifically focus on the application of climate science, vulnerability assessment, adaptation development, planning, implementation in a management context, and the business case for adaptation.

The media focuses on climate change mitigation, but the opportunities for a forest manager really lie with climate change adaptation, which is based on the results of completing a vulnerability assessment. Unfortunately, the process of climate change vulnerability assessments has been a huge gap that neither my Forestry degrees nor my 30 years of work experience prepared me for.

I evaluated what it would take to do a climate change vulnerability assessment, and I realized that ‘muddling through this’ was a steep learning curve that would have taken more time and effort than I could ever afford in my demanding role as a forest manager. At the same time, I also realized that climate change was too important to ignore or defer. The path to successfully assessing climate change vulnerabilities for my company and land base I manage involved working with Dr. Sheri Andrews-Key. She led the LP forestry staff through the vulnerability and adaptation process, and guided, educated, and trained us on the vulnerability process at every phase of the assessment and implementation.

In the implementation phase of the vulnerability assessment, Sheri facilitated our staff to create a customized business case for each adaptation option. These were very relevant (both operational and strategic) and applicable to our land base. This had tremendous value to:

- adapting operations to extreme weather conditions,
- strategic guidance on minimizing risk,
able to meet the new SFI forest certification evidence requirements on climate change adaptation.

The climate change vulnerability assessment and adaptation process that LP has just completed with Dr. Sheri Andrews-Key has given us a professional upgrade for me and our staff. In addition, our Sustainable Forest Management system has climate change vulnerability integrated into our system, not just a separate ‘silo’.

Program/course certificates focusing on the applied pieces of climate science, vulnerability, adaptation and the business case for adaptation in management for forestry would be very valuable and appealing to forestry management professionals in both industry and government.

Please feel free to contact me if you would like to discuss further.

Sincerely,

Paul LeBlanc
District Forester
paul.leblanc@lpcorp.com
T (204) 734-4102 ext. 724
C (204) 734-0421

Louisiana-Pacific Canada Limited
Swan Valley Siding – Forest Resources Division
558 3rd Ave. S.
Swan River, MB R0L1Z0
November 12, 2020
University of Saskatchewan, School of Environment and Sustainability

To Whom it May Concern,

Letter of Support for the proposed SENS certificate courses/program for climate change

On behalf of Forest Products Association of Canada (FPAC), I am pleased to provide our support for the proposed certificate courses and program for climate change vulnerability and adaptation at the University of Saskatchewan, School of Environment and Sustainability.

Canada is feeling the impacts of climate change across the country, from wildland fire, to forest pest outbreaks and drought. We know that foresters, government decision-makers, researchers, forest certification programs and other professionals in land management are looking for effective and efficient ways to include climate change adaptation into their resiliency and sustainability planning.

The concept of having access to knowledge and leading initiatives through a certificate course and program is very timely and valuable for working professionals in the forest and other natural resource sectors, and students hoping to enter the sectors. A certificate course and or program can offer the following:

• An alternative to a traditional full university graduate program, which would provide forestry and other professionals in both the public and private sectors with access to ongoing training, knowledge exchange, information dissemination and direct application in the field and/or within their organizations. Importantly, this could be done while balancing other work and family commitments.

• Means to accelerate the application of climate science into climate risk assessments, and the development and implementation of adaptation actions into management systems at both strategic and operational levels (within organizations). Further, these educational opportunities would help provide the business case for adaptation (including challenges/barriers/costs/benefits/social capital, etc.) and ultimately aid in building capacity for government and industry in the forest sector, leading to more resilient forests and management practices.

• Support for the understanding and dissemination of climate risks and adaptation measures being taken. This is timely given the interest from the financial
community, certification bodies, governments (regulators) and other partners.

- Providing a unique applied "boots on the ground" approach from real-life scenarios and professional experience would be very appealing to industry and natural resource professionals and this knowledge exchange is highly needed.

I would be happy to discuss further or answer any questions about the progress to date and the current interest from forestry professionals in climate change adaptation.

Sincerely,

Kate Lindsay
VP, Sustainability and Environmental Partnerships
Letter of support for:
Certificate Program Development — University of Saskatchewan, School of Environment and Sustainability

I encourage the University of Saskatchewan, School of Environment and Sustainability, to implement a certificate program focused on the Professional Climate Change Vulnerability Assessment and Business Case for Adaptation. This is an excellent opportunity for both practitioners and students to gain the knowledge and professional certification needed for integrating climate change in sustainable natural resource management and other aspects of environmental management and planning.

The mainstreaming of climate change thinking and practice into management and planning has been slow in coming. With over 30 years of climate change science available, we are overdue for incorporating that science in the management of public, private, and First Nations lands. This is critical in order to ensure the sustained production of goods, services, and values that are expected by Canadian citizens and the international community.

The well-conceived courses and program proposed by Dr. Sheri Andrews-Key comprise a unique curriculum, keeping USask on the cutting edge of innovation for its students. At present, students can take various courses that may inform them about climate change issues, but this new approach provides a coherent, integrated package. Furthermore, the new program appeals to environmental managers in the province, ensuring that USask education is directly informing on-the-ground applications in the natural resource sectors and beyond. Having those managers in the program would provide valuable interactions with undergraduate students, graduate students, and faculty.

The proposed courses provide a logical sequence of (1) climate change science (risk assessment), (2) climate change adaptation (risk management), and (3) business case development (implementation). This is conceptually sound, essentially the process that practitioners need to follow in order to integrate climate-related issues into business frameworks and actions. This sequence—and this way of thinking about issues—can be readily transferred from the classroom to the boardroom, planning discussions, financial discussions, and on-the-ground management actions.

This approach proposed for the certificate program has been implemented multiple times in recent years by Dr. Andrews-Key, one of the few people I know who has worked directly with forest industry to operationalize climate change in business practices. Her successes in doing this are opening doors in Canada, making connections with leading companies, Canadian Forest Service, and others. She is uniquely qualified to introduce a certificate program to USask and will ensure a well-trained new cohort of managers and students who will shape the natural resource industry and other enterprises for the challenges presented by climate change.

David L. Peterson
Professor and Emeritus Senior Scientist, U.S. Forest Service, Pacific Northwest Research Station
30 November 2020

Jacquie Thomarat, Associate Secretary  
Planning & Priorities Committee of Council  
c/o University of Saskatchewan Governance Office  
E70 Administration Building  
105 Administration Place  
Saskatoon, SK. S7N 5A2

Dear Planning and Priorities Committee of Council,

RE: Notice of Intent: Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action

The School of Environment and Sustainability (SENS) is pleased to submit a Notice of Intent (NOI), proposing a new graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action.

As the need for climate action becomes more urgent, we recognize that everyone will have to deal with and address climate changes and associated challenges, not the least natural resources companies, natural resource based business including agriculture, Indigenous and rural communities, and government agencies. Presently, most professionals and decision makers in these sectors do not have access to the required training to support the necessary adaptation and resilience of their workplaces, industries and communities. In the face of significant demand from government and industry, we have the opportunity here to be a lead provider of training in climate action and advance our aspiration of becoming “the university the work needs.” A certificate program focused on vulnerability assessment and adaption action is aligned with the University of Saskatchewan’s priorities related to sustainability programming and increased accessibility to education.

We look forward to the feedback from the Planning and Priorities Committee. Thank you for your consideration.

Sincerely,

Karsten Liber, PhD  
Executive Director (Interim) and Distinguished Professor  
School of Environment and Sustainability  
karsten.liber@usask.ca
School of Environment and Sustainability

Notice of Intent (NOI)

Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action

Overview
As requested by professionals working in natural resource sectors and government agencies, this certificate will provide professionals and professional students within our existing programs with an understanding of climate change vulnerability assessment and adaptation, with a focus on key relationships and management applications. Students enrolled in this certificate program will build understanding and develop applied skills in the areas of climate science, vulnerability assessment and adaptation development that together will create capacity for professionals to translate understanding into action by government agencies, private companies, and community planners using adaptation planning. External letters of support attached in Appendix D attest to the interest in this certificate.

Although the certificate and its constituent courses will be available to students within our existing programs and to graduate students across campus, we will focus on attracting working professionals and community planners from government agencies and firms working in the natural resource management context. The certificate will confer skills and knowledge around how climate vulnerability assessments work and how they can use these assessments to create and implement adaptation plans and action. Such planning is now frequently required by government, certification bodies and/or is demanded by shareholders of private firms. There are no programs in Canada that offer this kind of applied training. Participants will understand how to use climate science to ask: what are the vulnerabilities and risks for a particular management system? How can this knowledge be translated into adaptation plans and practices, taking into account the particular context (management and biophysical system) within which they are working?

Upon completion of the certificate, students will be able to identify the policy, regulatory, and management systems within which they are working; explain interactions among different variables and proposed actions; and consider the policy implications or constraints of proposed changes. Students will also learn how to address climate concerns and issues if climate policy and regulation have not yet been developed. The key components of the certificate are rooted in real-world application from industry and government case studies in natural resources management, making linkages between the science-management-practitioner interface. The certificate is grounded in processes and materials developed by the Intergovernmental Panel on Climate Change (IPCC) [1] and extensive research in the area of assessing vulnerability and developing and implementation of adaptation to climate change.

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

Assessing climate change vulnerability, identifying adaptation options, and selecting implementation strategies for action are becoming increasingly important in many forms of land, resource, and community management. Both public and private sector professionals in Canada and beyond have demonstrated an interest and a need for advanced and applied professional training and development in the areas of climate change science, assessing the vulnerability of land base, resource, and community management systems, adaptation development, planning, and implementation.[2] Industry and government have requested training to meet new requirements being placed on them to demonstrate climate adaptation and action. This program is designed for professionals, practitioners, and those who want to expand their training in the field of climate science, assessment of climate impacts, vulnerabilities, risks, and adaptation actions that can be adopted.
2.1 What is the anticipated student demand for the program?

This certificate is designed for professionals, practitioners, and others who seek to expand their interdisciplinary training in the field of climate assessment and adaptation. This may include:

- Government employees (e.g., parks, land, wildlife, and resource managers in sectors such as forestry, mining, agriculture, and energy)
- Policy analysts and policy makers
- Private sector professionals (e.g., environmental consultants, engineers)
- Urban planners/managers (e.g., infrastructure and community planning, urban forestry)
- Industry—managers, planners, supply chain managers, specifically those in natural resource sectors (e.g., mining, forestry, energy)

To maximize accessibility, this certificate will be delivered online. It will be appealing to professionals and those who want to expand their training but do not wish to leave their current employment or families, and those who have employers who are willing to pay for the additional professional development, but not for a full graduate degree program. It also provides them with a focus on applying technical knowledge in an applied context, which offers something different from more traditional academic graduate programs. The time and cost associated with a certificate program may also make it more feasible and appealing than a full Masters or other graduate program. Additionally, the skills and training developed here could also count towards professional development credits that many professionals require.

Both public and private sector professionals in the natural resource sector have demonstrated an interest and a need for professional training and development in the area of climate change science, assessing vulnerability of their land base and management systems, adaptation development, planning, implementation, and action. This need is seen across the country by both industry and government. Presentations surrounding this need were provided for the following organizations, at their request:

- The Forest Products Association of Canada (March 2018);
- BC Professional Foresters (March 2019);
- Ontario Professional Foresters (May 2019);
- Canada’s Oil Sands Innovation Alliance – COSIA (November 2019);
- The provincial governments of Saskatchewan (Forest Services – September 2019), Alberta (Ken Greenway’s group – November 2019), and British Columbia (Diane Nichols and her executive team March 2020).

All of these organizations saw this as important work and were highly supportive. All recognize the value of how the vulnerability assessment process could be used to engage professionals and support their training and education. In particular, they saw the value of the applied focus that made this process relevant to their organization’s operational and strategic planning and management needs to address climate change. Certification agencies are starting to require more accountability in meeting the standards; investors are wanting to know how industry is accounting for climate vulnerabilities and risk and how they are adapting to these; other stakeholders and the public are looking for social acceptability and license with respect to climate. Letters demonstrating this need and supporting the establishment of courses to meet this need are included in Appendix D.

2.2 Does the program meet a perceived need, particularly within a national context?

The certificate offers training and professional development that is needed across many organizations around the globe. With climate change being at the forefront in today’s environmental industry [3], this is an appealing certificate for professional development and expanded training. Potential employment opportunities from the certificate include:

- Government (managers, planners, and policy analysts)
- Industry—with a focus on natural resources (oil and gas, mining, forestry)
- Agriculture sector
• Professionals in other careers (e.g., health) that may want to expand their field or move into other positions
• Graduates from other environmental programs who wish to expand their skills
• Professionals who wish to become leaders/champions in the area of climate change to lead to climate action for their organization
• Cities and communities (urban planning)
• Private sector—environmental and engineering consulting
• Environmental professionals who are mid-career and want to advance and add to their skill set
• Environmental professionals who want to earn or retain professional certification
• NGOs—environmental groups, (e.g., Ducks Unlimited) and environmental education and communication organizations

We have included three letters of support (Appendix D) from agencies and industry as evidence of demand and need for such a training program.

2.3 What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

We anticipate student enrolments of approx. 30 students per year within two years. These numbers were determined from requests for this type of programming from government, industry, graduate students, and Natural Resources Canada.

3.1 How does this proposal fit with the priorities of the current college or school plan, the University Plan 2025, and the university’s Vision, Mission and Values?

Offering a certificate centered around climate change assessment and adaptation will address the issue of accessibility of graduate programs to allow all types of students (including working professionals) opportunities for further education and skills building. This certificate will expand our suite of newly created graduate certificates (in Water Security, Energy Security, and Regenerative Sustainability), which aligns with SENS’s strategic plan. The certificate also takes an immediate step towards meeting the commitments in the new USask Sustainability Strategy and is fully consistent with the overall vision of the University of Saskatchewan being “the University the world needs,” “growing in recruitment of students,” and ensuring “our university is viewed as an accessible, go-to resource by partners and stakeholders” [4] as well as works towards achieving the United Nations’ Sustainable Development Goals [5].

3.2 If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

Intensive full-time masters programs are almost impossible for working professionals to wholly commit to given their work and/or family commitments. Via this certificate offering, we seek to significantly increase accessibility to our graduate programming and offer diverse students opportunities to pursue graduate work in sustainability issues and to meet requirements for ongoing professional development. As the global climate continues to change, so do the complex socio-ecological systems that we are managing. The current and potential effects of climate change on socio-ecological systems are expected to have significant implications for land and resource practitioners’ ability to achieve sustainability goals and objectives as they are currently practiced [6].

3.3 Are there measurable benefits to offering the program at this time?

The key benefit of offering this program is training highly qualified professionals in Saskatchewan, Canada, and internationally. By tracking our graduates, we will be able to understand the number of organizations they have helped support in climate change vulnerability assessment and adaptation. Enrolment success can be measured through the number of student applicants, enrolment and completion; program success can be reviewed by the
number and quality of external partnerships and professional success of our graduates can be tracked by employer and alumni surveys.

Now is the time for investing in sustainability programming. Climate change and other sustainability issues are of great significance and interest at this time, and working professionals need to “upskill” in these areas to meet these emerging challenges. With our community and industry partners, we are well positioned to attract new students, once we make these programs more accessible. This is a strategic addition to our current offerings, which touch on climate change vulnerability and adaptation, but do not teach the specific competencies that are included here. Indeed, this offering crosses over multiple areas of interest, including regenerative sustainability (MSS), energy security (MSS) and water security (MWS), and may be sought by some students as a complementary degree following completion, of their masters level training. Currently, there are no similar programs anywhere in Canada, and offering the program at this time will help establish the University of Saskatchewan as a leader in climate change action.

4.1 What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)?

The proposed certificate will join our suite of other graduate certificates. This addition will further enhance accessibility by allowing part-time students (e.g., working professionals) to take one or more certificates. We see many advantages to offering this certificate:
- Increased accessibility of post-secondary education for diverse students
- More appeal to domestic students
- Potential to ladder students into a Master’s program
- An additional revenue stream for SENS
- Address a current gap in professional applied training in the area of climate science, vulnerability assessment, and adaptation action that is grounded in real-world case studies

*We note that all courses will be offered in a compressed format and we intend to offer this certificate online to substantively increase accessibility.*

There are a growing number of climate change programs in Canada. However, there are none in the area we propose, which fills a key action-oriented gap needed by government and industry (Appendix B). We note there are degrees or diplomas associated with leadership (Royal Roads), broad training in climate change (Waterloo, and undergrad level training at UPEI and UVic), and training focused on mitigation (University of Toronto). There are no programs tailored specifically to building capacity in vulnerability assessment and adaptation, a focus identified as a key need by our partners in government, the forestry industry and the oil and gas industry.

See Appendix A for description of the certificate and sample resources/materials.

4.2 What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs?

We foresee no negative impact on student enrolment in other or related programs. We see a net gain to enrollment numbers at USask due to diverse students (specifically, working professionals, a relatively “untapped” demographic to date) accessing educational opportunities in the School and possibly enrolling in other certificates or moving on to full graduate programs.

4.3 Is there justification to proceed regardless of any perceived duplication?

Not applicable. No similar certificate programs are offered across campus, nor are there similar courses in any other unit. We are, however, discussing options for the delivery of guest lectures in the third course with faculty in the Edwards School of Business and the Johnson Shoyama Graduate School of Public Policy. There will also be guest lectures by external government and industry professionals in the first two course. Those details will be presented in the full proposal. There is no concern for duplication.
4.4 Will a program be deleted as a result of offering the new program?
No programs will be deleted. We are proposing to bundle some of our newly developed climate change courses into this certificate, which will be offered alongside our other certificates.

5.1 Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.

One-time costs: The certificate will be developed by thematically clustering three new courses in climate change offered within SENS.

On-going costs: We anticipate the following on-going costs associated with the addition of this graduate certificate to SENS’s programming:

- Sessional instructor costs to deliver the three courses comprising the 9 cu certificate requirement [rationale: Student feedback in our existing professional programs indicates the appetite for and importance of having more content and instruction from practitioners from outside the university working in the sectors the students strive to work in.] We estimate approximately $8000 per 3 cu course per year.
- TAships to handle larger class sizes as enrollment grows—which will be easily handled through the revenue generated by enrolment.

We estimate that all costs associated with offering the program will be covered by tuition revenue. The costs for next year would be $24,000 for delivery of all three courses, plus TA costs. At $1500 per course, we would only need about 8 students to enroll in all three courses or 24 students to enroll in one course to cover sessional and TA costs.

5.2 How will tuition be assessed for the program and what is the rationale for the tuition proposed?
Non-standard tuition will be assessed. Students will pay tuition by the course (per 3-credit unit course).

5.3 Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)?
Given the development of our new courses in climate change vulnerability assessment and adaptation, we propose to package them into the proposed micro-credential to increase accessibility and flexibility, especially for working professionals. We estimate that by combining resources and drawing on increased tuition revenues from approximately 30 students per year, we will have more than sufficient resources to deliver these certificates.

5.4 Will additional university resources be required, for example, library resources, IT support?
We do not anticipate that any additional resources will be required. For required course materials, they will either be provided or freely accessible to students with links. Appendix A contains a sample of those materials.

5.5 Has the Provost or Institutional Planning and Assessment Office been involved in any discussions related to resources?
No, we do not anticipate the need for any additional resources from the Provost’s Office. However, the interim Provost has been informed of this initiative.
5.6 Please attach a letter of support outlining the resource commitments that have been made to the new program.

We are currently consulting with the Johnson Shoyama Graduate School of Public Policy and the Edwards School of Business about their guest lectures in the certificate. No resource commitments from other units are required.

6.1 Please describe the risks, assumptions, or constraints associated with initiating this new program at this time.

Recognizing that Canada is a region undergoing some of the most rapid climatic change of any area on earth, with particularly severe sensitivity in the North, we have identified climate change assessment and action as a high priority area for development and an area of significant interest to industry and government across the country. We will need to maximize remote access to ensure we can reach cohorts in sensitive areas who are unable to relocate to participate in the certificate program. We believe that micro-credentials will increase accessibility of post-secondary education for all potential students (including working professionals, remote and distance students, and part-time students). Micro-credentials will likely be more appealing to domestic students, and will have the potential to ladder interested students into a Master’s program.

We strongly believe this should be a practitioner-led program, hence have budgeted for sessional support, with the plan to engage adjunct professor Sheri Andrews-Key in teaching. Dr. Andrews-Key has a diverse and extensive background in various facets of the application of the climate science-management-policy interface in the environmental and resource based sectors and government across Canada. Recognizing this is a potential risk to our programmatic continuity, the expectation is that students will complete the certificate within one year. If there is any year when the instructor would not be available or if we do not have sufficient student numbers enrolled in the program, we will not offer the certificate in that year.

6.2 Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success?

No systematic risk analysis has been completed to date. However, we have consulted with major companies, industry organizations and government agencies and we have very strong signals that this certificate would be well subscribed. These soft commitments will be strengthened prior to developing our full proposal. In addition, we will undertake further consultation with partner units and organizations, and refine the financial analysis.

6.3 What risks are associated with not proceeding with the program at this time?

For SENS, there would be risk in not proceeding with this certificate program since enhancing our enrolment targets are central to the unit’s financial viability. For the University, there is a risk that its bold plan to become “the university the world needs” will not be realized if we do not increase accessibility and flexibility to accommodate a more diverse student body and provide opportunities to engage in our innovative programs that develop leaders, innovators and change-makers. Institutions and agencies in Canada are increasingly investing in developing micro-credential programming to promote skills training and development to enhance employment opportunities [7]. For example, the Government of British Columbia has already taken a lead here; its Ministry of Advanced Education, Skills and Training has put out a call to universities in that province for short proposals to partner with employers to develop and deliver micro-credentials (See Appendix D). Natural Resources Canada (NRCan) is also funding Building Regional Adaptation Capacity and Expertise (BRACE) programs at universities across Canada to do this. Through our industry partnerships, we have identified this high priority certificate for immediate development before other institutions beat us to it. We are ready to implement the program, but need to do so quickly, to ensure we develop critical leadership in this area. If we do not, then someone else will, and the USask will have lost the opportunity to be a leader in climate change action, something the institution has committed to in its new Sustainability Strategy.
7.1 What is the anticipated start date of the program?
September 2021

7.2 What considerations apply to the start date, including changes within the Student Information System.
The following considerations apply:
- implementing sufficient marketing to attract high quality students to start in 2021
- addressing registration and course builds to allow non-degree students to take these courses
- the biggest consideration related to start date is the number of steps and committees that this proposal will have to go through to get approved

Regardless of any outstanding tasks and considerations, we are very confident that there is a real market need for this certificate, that solid enrolment will happen and that the certificate will bring national attention to the University of Saskatchewan. Furthermore, we are excited to propose a concrete step towards meeting the aspirations set forth in our University’s new Sustainability Strategy.

References


Appendix A: Proposed Certificate Description and Sample Resources

The *Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action* will provide professionals with an understanding of the relationships among climate science, vulnerability assessments, adaptation development, and management applications. Graduates will support translation of this understanding by government agencies, private companies, and community planners into specific adaptation plans, leading to climate action.

Upon completion of the certificate (9 credit units), students will be expected to:

- Understand the role and application of climate change science in the process of climate change vulnerability assessments.
- Analyze climate change vulnerability assessment processes and how to apply the results to inform adaptation development for land and resource management systems.
- Identify the regulatory and management framework within which they are working and how that affects their options.
- Be able to identify actions and how they can be used to proactively address the climate change vulnerability implications of environmental and climate change for the organization.
- Analyze potential policy implications from implementing adaptation actions and understand where policy may be constraining or where new policy is needed.


There are a growing number of climate change programs in Canada, but none in the area we propose, which fills a key action-oriented gap needed by government and industry. We note there are degrees or diplomas associated with leadership (Royal Roads), broad training in climate change (Waterloo, and undergrad level training at UPEI and UVic), and training focused on mitigation (University of Toronto). There are no programs tailored specifically to building capacity in vulnerability assessment and adaptation, areas identified as a key need by our partners in government, the forestry industry and the oil and gas industry (See letters of support in Appendix D.).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Type</th>
<th>Program</th>
<th>Description (+ credit units and courses)</th>
<th>Delivery</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royal Roads University</td>
<td>Master of Arts in Climate Action Leadership</td>
<td>Master of Arts</td>
<td>2-year program for change makers with an interest in bettering our planet through leading actions in policy, practice and scholarship. This competency-based program is focused at the nexus of climate science, social science, justice, and change leadership - 36 credit units</td>
<td>Blended (onsite &amp; online)</td>
<td>$25,786 (domestic) $32,496 (international)</td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma in Climate Action Leadership</td>
<td>Diploma</td>
<td>15 months - 18 credit units - uses a learner-centered, open learning curriculum that challenges students to reach beyond the walls of the classroom to respond to real world problems and generate real world solutions</td>
<td>blended</td>
<td>$12,893 (domestic) $16,248 (international)</td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate in Science of Policy of Climate Change</td>
<td>Certificate</td>
<td>the critical knowledge, interdisciplinary education, and practical skills to identify climate challenges and solutions and act on them - 3 courses (total 9 cu) - Program length = 1 year - Partnership with ECO Canada</td>
<td>online</td>
<td>$6,530</td>
</tr>
<tr>
<td>University of Toronto (School of Continuing Studies)</td>
<td>Climate Change Policy and Practice</td>
<td>Certificate</td>
<td>4 required courses Students will - identify the physical, regulatory and financial impacts of climate change in North American jurisdictions - learn what drives the price of carbon and how it can help finance emissions-offset projects - Learn how cap-and-trade schemes, taxes and command and control reduce emissions. - describe the principles and practices of greenhouse gas emissions validation and verification - assess a range of industry and regulatory policies and develop a mitigation strategy for the company of your choosing</td>
<td>onsite</td>
<td>$900/course $3600/cert.</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>Master of Climate Change</td>
<td>Master’s graduate degree</td>
<td>The MCC program provides a unique educational experience for students looking for advanced training and expertise specific to climate change. Graduates will be part of the first generation of climate change</td>
<td>on-campus</td>
<td>$2,254/term (full-time) $9,452/term (international)</td>
</tr>
</tbody>
</table>
professionals and able to pursue diverse career paths in all areas of government, civil society, and local/international development. MCC students will

- Achieve systematic understanding of climate change science, policy and management
- Interpret and evaluate climate change research and policy
- Gain professional skills in research execution, collaborative problem solving, and effective written and oral communication.
- Professional program with major research paper and internship options
- 7 courses (3 required and 2 electives in climate change + 2 open electives) + internship (or major research paper)
- Full- and part-time options

| University of Prince Edward Island | Bachelor of Science in Applied Climate Change and Adaptation | Undergrad degree (BSc) | - 4-year program (120 credit units)  
- examines "climate change adaptation" which refers to the adjustments that societies or ecosystems make to limit the negative effects of climate change or to take advantage of opportunities provided by a changing climate | On-campus | $6390/year (domestic)  
$13,860/year (international) |
| University of Victoria | Human Dimensions of Climate Change | Undergrad Certificate | - Students will learn about the complex conditions (historical, political, socio-cultural, economic, technological, etc.) that created and are creating climate change. How are (and will) people in different geographical and social locations experience the future?  
- 4 required courses + 3 electives (10.5 units total)  
- can obtain concurrently with a bachelor’s degree | On-campus | None listed |
Appendix C: Evidence of Investment in Micro-credentialling and Demand

Short-Form Request for Proposals
B.C. Micro-Credential Initiative

The Ministry of Advanced Education, Skills and Training (“the Ministry”) is inviting Short-Form Proposals from public post-secondary institutions (PSIs) or consortiums of institutions in partnership with employer partners to develop and deliver micro-credentials.

As part of this initiative, the Ministry is making a $2 million investment to support the early implementation of 10 high-demand micro-credentials to be developed and ready for initial enrollment by November 2020 – January 2021.

Micro-credentials developed through this initiative will enable British Columbians to quickly and effectively re-skill and up-skill for employment opportunities in high-demand sectors.

The micro-credentials will increase access to high-quality, relevant and affordable education in B.C.’s public post-secondary education system and help:

- British Columbians develop additional skills and competencies to access good jobs and to fully participate in economic recovery; and
- employers find qualified employees for high-demand positions.

The micro-credentials will:

- support access to further education, including stacking with other future micro-credentials or laddering into larger credentials;
- be validated by employers as meeting an existing skills/competency gap; and
- build on existing work underway to support delivery of high-quality micro-credentials starting between November 2020 and January 2021.

Timeframe

The Ministry is inviting interested public PSIs to submit by October 5, 2020, one or two proposals for micro-credentials that will help British Columbians effectively re-skill and up-skill for employment opportunities in high-demand sectors starting between November 2020 and January 2021.

By mid-October 2020, the Ministry will make decisions on 10 micro-credentials to be funded through this initiative based on how well they (1) meet the priority considerations identified above and in the attached Proposal form and (2) collectively illustrate how micro-credentials from BC’s public post-secondary education system can effectively respond to needs from a wide range of high-demand sectors.

The 10 micro-credentials developed under this initiative will be used to support broader discussions on micro-credentials in B.C.’s post-secondary education system and will help inform the development of a B.C. Micro-credential Framework starting in fall/winter 2020.

Instructions

Using the attached Proposal form, interested public PSIs are invited to respond to this request through their Vice-President, Academic by October 5, 2020. To assist in the development of a suitable range of proposals and to avoid duplicative efforts, PSIs are encouraged to work with their respective sector associations (B.C. Colleges, the B.C. Association of Institutes and Universities, and the Research University Council of B.C.) and other
institutions on potential areas of focus.

These short-form proposals should be **no more than two pages** and include:

- Contact information for the lead applicant including name, title, telephone and e-mail.
- An overview of the proposed micro-credential and how it addresses a need in a high-demand sector.
- Description of how the micro-credential will be developed and implemented, including timelines, and evidence of employer validation.
- Description of expected success measures, including anticipated enrollments.
- One-time funding request and sustainability plan.

If submitting more than one proposal (maximum of 2), please rank your submissions in terms of priority.

As needed, institutions may be contacted by the Ministry for further information about their proposals.

Proposals should be submitted electronically to Carrie.Dusterhoft@gov.bc.ca by the PSI’s Office of the Vice-President, Academic before 4:00 PM on Monday October 5, 2020.

Questions about the Micro-credential Initiative and the application process should be directed to:

Carrie Dusterhoft, Director
Carrie.Dusterhoft@gov.bc.ca

Dean Goodman, Executive Director
Dean.Goodman@gov.bc.ca

Post Secondary System Policy and Liaison Branch Ministry of Advanced Education, Skills and Training

Attachment:

Short-Form Request for Proposals – Micro-Credential Initiative
Short-Form Request for Proposals
Micro-Credential Initiative

Maximum 2 typed pages

Contact
[Contact information for the lead applicant including name, title, telephone and e-mail.]

Overview
[Provide a description of the proposed micro-credential, including what need is being addressed in a high employment demand area, demographics targeted, and expected length of the learning experience.]

Project Implementation
[Describe who will develop the micro-credential and how and where it will be implemented, including any partnerships with other public post-secondary institutions, employers, or other partners; education and awareness components; and connections to work underway. Please provide evidence of existing employer validation and how employer validation will be ensured after development. Please indicate how you will support access to enrollment, including for people not currently enrolled in your institution or who have not accessed post-secondary education before or in quite some time. Please indicate the earliest expected date for enrollment.]

Success Measures
[Please provide evidence to demonstrate ability to have the micro-credential ready for enrollment by November 2020 and January 2021 (at the latest). Describe how the micro-credential will meet the needs of students, employers, and the province using available evidence and how success will be measured. Please estimate the number of individuals that could complete the micro-credentials by March 31, 2021.]

One-Time Funding Request and Sustainability Plan
[Provide a one-time funding request, with a short description of how funding would be used in 2020/21 fiscal year. Describe your plan for ensuring the ongoing sustainability of the micro-credential, including future funding sources such as tuition and/or employer partnerships. Please provide expected tuition fee.]
Appendix D: Letters of Support

Paul LeBlanc, District Forester, Louisiana-Pacific Canada Limited
Kate Lindsay, VP Sustainability and Environmental Partnerships, Forest Products Association of Canada (FPAC)
David L. Peterson, Professor and Emeritus Senior Scientist, U.S. Forest Service, Pacific Northwest Research Station
October 23rd, 2020

Re: Letter of Support – Climate Change Vulnerability Assessment and Adaptation Action Certificate

Dear University of Saskatchewan;

I am writing this letter in support of the development of a climate change vulnerability assessment and adaptation action certificate. Development of a professional program at the graduate level through a university is a much-needed upgrade for many professionals. This proposed course-based certificate would specifically focus on the application of climate science, vulnerability assessment, adaptation development, planning, implementation in a management context, and the business case for adaptation.

The media focuses on climate change mitigation, but the opportunities for a forest manager really lie with climate change adaptation, which is based on the results of completing a vulnerability assessment. Unfortunately, the process of climate change vulnerability assessments has been a huge gap that neither my Forestry degrees nor my 30 years of work experience prepared me for.

I evaluated what it would take to do a climate change vulnerability assessment, and I realized that ‘muddling through this’ was a steep learning curve that would have taken more time and effort than I could ever afford in my demanding role as a forest manager. At the same time, I also realized that climate change was too important to ignore or defer. The path to successfully assessing climate change vulnerabilities for my company and land base I manage involved working with Dr. Sheri Andrews-Key. She led the LP forestry staff through the vulnerability and adaptation process, and guided, educated, and trained us on the vulnerability process at every phase of the assessment and implementation.

In the implementation phase of the vulnerability assessment, Sheri facilitated our staff to create a customized business case for each adaptation option. These were very relevant (both operational and strategic) and applicable to our land base. This had tremendous value to:

- adapting operations to extreme weather conditions,
- strategic guidance on minimizing risk,
➢ able to meet the new SFI forest certification evidence requirements on climate change adaptation.

The climate change vulnerability assessment and adaptation process that LP has just completed with Dr. Sheri Andrews-Key has given us a professional upgrade for me and our staff. In addition, our Sustainable Forest Management system has climate change vulnerability integrated into our system, not just a separate ‘silo’.

Program/course certificates focusing on the applied pieces of climate science, vulnerability, adaptation and the business case for adaptation in management for forestry would be very valuable and appealing to forestry management professionals in both industry and government.

Please feel free to contact me if you would like to discuss further.

Sincerely,

Paul LeBlanc
District Forester
paul.leblanc@lpcorp.com
T (204) 734-4102 ext. 724
C (204) 734-0421

Louisiana-Pacific Canada Limited
Swan Valley Siding – Forest Resources Division
558 3rd Ave. S.
Swan River, MB R0L1Z0
November 12, 2020
University of Saskatchewan, School of Environment and Sustainability

To Whom it May Concern,

Letter of Support for the proposed SENS certificate courses/program for climate change

On behalf of Forest Products Association of Canada (FPAC), I am pleased to provide our support for the proposed certificate courses and program for climate change vulnerability and adaptation at the University of Saskatchewan, School of Environment and Sustainability.

Canada is feeling the impacts of climate change across the country, from wildland fire, to forest pest outbreaks and drought. We know that foresters, government decision-makers, researchers, forest certification programs and other professionals in land management are looking for effective and efficient ways to include climate change adaptation into their resiliency and sustainability planning.

The concept of having access to knowledge and leading initiatives through a certificate course and program is very timely and valuable for working professionals in the forest and other natural resource sectors, and students hoping to enter the sectors. A certificate course and or program can offer the following:

- An alternative to a traditional full university graduate program, which would provide forestry and other professionals in both the public and private sectors with access to ongoing training, knowledge exchange, information dissemination and direct application in the field and/or within their organizations. Importantly, this could be done while balancing other work and family commitments.

- Means to accelerate the application of climate science into climate risk assessments, and the development and implementation of adaptation actions into management systems at both strategic and operational levels (within organizations). Further, these educational opportunities would help provide the business case for adaptation (including challenges/barriers/costs/benefits/social capital, etc.) and ultimately aid in building capacity for government and industry in the forest sector, leading to more resilient forests and management practices.

- Support for the understanding and dissemination of climate risks and adaptation measures being taken. This is timely given the interest from the financial
community, certification bodies, governments (regulators) and other partners.

- Providing a unique applied "boots on the ground" approach from real-life scenarios and professional experience would be very appealing to industry and natural resource professionals and this knowledge exchange is highly needed.

I would be happy to discuss further or answer any questions about the progress to date and the current interest from forestry professionals in climate change adaptation.

Sincerely,

Kate Lindsay  
VP, Sustainability and Environmental Partnerships
November 14, 2020

Letter of support for:
Certificate Program Development — University of Saskatchewan, School of Environment and Sustainability

I encourage the University of Saskatchewan, School of Environment and Sustainability, to implement a certificate program focused on the Professional Climate Change Vulnerability Assessment and Business Case for Adaptation. This is an excellent opportunity for both practitioners and students to gain the knowledge and professional certification needed for integrating climate change in sustainable natural resource management and other aspects of environmental management and planning.

The mainstreaming of climate change thinking and practice into management and planning has been slow in coming. With over 30 years of climate change science available, we are overdue for incorporating that science in the management of public, private, and First Nations lands. This is critical in order to ensure the sustained production of goods, services, and values that are expected by Canadian citizens and the international community.

The well-conceived courses and program proposed by Dr. Sheri Andrews-Key comprise a unique curriculum, keeping USask on the cutting edge of innovation for its students. At present, students can take various courses that may inform them about climate change issues, but this new approach provides a coherent, integrated package. Furthermore, the new program appeals to environmental managers in the province, ensuring that USask education is directly informing on-the-ground applications in the natural resource sectors and beyond. Having those managers in the program would provide valuable interactions with undergraduate students, graduate students, and faculty.

The proposed courses provide a logical sequence of (1) climate change science (risk assessment), (2) climate change adaptation (risk management), and (3) business case development (implementation). This is conceptually sound, essentially the process that practitioners need to follow in order to integrate climate-related issues into business frameworks and actions. This sequence—and this way of thinking about issues—can be readily transferred from the classroom to the boardroom, planning discussions, financial discussions, and on-the-ground management actions.

This approach proposed for the certificate program has been implemented multiple times in recent years by Dr. Andrews-Key, one of the few people I know who has worked directly with forest industry to operationalize climate change in business practices. Her successes in doing this are opening doors in Canada, making connections with leading companies, Canadian Forest Service, and others. She is uniquely qualified to introduce a certificate program to USask and will ensure a well-trained new cohort of managers and students who will shape the natural resource industry and other enterprises for the challenges presented by climate change.

David L. Peterson
Professor and Emeritus Senior Scientist, U.S. Forest Service, Pacific Northwest Research Station
### Planning & Priorities Committee of Council

**Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal**

**Requirements:**
- To be completed for proposals of new academic programs or revisions to existing academic programs (including termination).
- Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

**Instructions:**
1. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
2. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
3. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
4. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

**Name of Program:**

#### Climate Change Vulnerability Assessment and Adaptation Action

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Revenue</strong></td>
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<tr>
<td>Tuition revenue:</td>
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<tr>
<td>Total # of domestic students (headcount)</td>
<td>12</td>
<td>14</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>15 total headcount: 15, 20, 25, 30, 30</td>
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<td>Domestic tuition rate</td>
<td>$4,500.00</td>
<td>$4,725.00</td>
<td>$4,961.25</td>
<td>$5,110.09</td>
<td>$5,263.39</td>
<td>student proportion: 80%, 70%, 70%, 50%, 50%</td>
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<tr>
<td>Total tuition revenue - domestic</td>
<td>$54,000.00</td>
<td>$66,150.00</td>
<td>$89,302.50</td>
<td>$76,651.35</td>
<td>$78,950.85</td>
<td>assumes 5% increases in years 2 &amp; 3 and 3% increases in years 4 &amp; 5</td>
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<tr>
<td>Total # of international students (headcount)</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>15</td>
<td>15</td>
<td>student proportion: 20%, 30%, 30%, 50%, 50%</td>
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<tr>
<td>International tuition rate</td>
<td>$7,110.00</td>
<td>$7,465.50</td>
<td>$7,838.78</td>
<td>$8,073.94</td>
<td>$8,316.16</td>
<td>assumes international differential of 1.58</td>
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<tr>
<td>Total tuition revenue - international</td>
<td>$21,330.00</td>
<td>$44,793.00</td>
<td>$54,871.43</td>
<td>$121,109.13</td>
<td>$124,742.34</td>
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<td>Student fees*</td>
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<td>Excursion</td>
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<td>Other (list in Comments)</td>
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<td>Total student fees</td>
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<tr>
<td>External funding sources (list in Comments)</td>
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<tr>
<td>Internal funding sources (list in Comments)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$75,330.00</td>
<td>$110,943.00</td>
<td>$144,173.93</td>
<td>$197,760.48</td>
<td>$203,693.19</td>
<td></td>
</tr>
</tbody>
</table>

| **Expenditures**                       |        |        |        |        |        |          |
| Start-up costs                         | $13,000.00 | n/a    | n/a    | n/a    | n/a    | development cost for third course ($8000) + $5000 marketing and promotion |
| Salary and benefits:                   |        |        |        |        |        |          |
| Faculty                                |        |        |        |        |        |          |
| Sessionals or limited term instructional support | $24,000.00 | $24,480.00 | $24,969.60 | $25,468.99 | $25,978.37 | assumes 2% salary increase |
| Students                               |        |        |        |        |        |          |
| Staff                                  |        |        |        |        |        |          |
| Honoraria                              |        |        |        |        |        |          |
| Total salary and benefits              | $24,000.00 | $24,480.00 | $24,969.60 | $25,468.99 | $25,978.37 |

**Scholarships and bursaries**
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing and promotion</td>
<td>$0.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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<td>Travel</td>
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<td>Equipment and IT</td>
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<tr>
<td>Other costs (list in Comments)</td>
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<td></td>
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<tr>
<td>Total Expenditures</td>
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<td>$29,480.00</td>
<td>$29,969.60</td>
<td>$30,468.99</td>
<td>$30,978.37</td>
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<tr>
<td>Estimated Surplus or Deficit</td>
<td>$38,330.00</td>
<td>$81,463.00</td>
<td>$114,204.33</td>
<td>$167,291.49</td>
<td>$172,714.82</td>
</tr>
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</table>

*Relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc). Excludes compulsory institutional fees (e.g. Athletic, Recreation, etc.).

Notes:

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.
Consultation with the Registrar Form

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

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

1. Is this a new degree, diploma, or certificate?
   Yes [X] No [ ]

2. Is an existing degree, diploma, or certificate being renamed?
   Yes [ ] No [X]

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

3. What is the name of the new degree, diploma, or certificate?
   Grad Cert in Climate Change Vulnerability Assessment and Adaption Action - GCCCVA (suggested Banner code - 6 character maximum) and Grad Cert Climate Change (suggested Banner short degree description)

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

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

6. 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

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

8. 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:
   CCVA and In Grad Cert in Climate Change? (4 chars & 30 chars max)

9. Which College is responsible for the awarding of this degree, diploma, or certificate?
   College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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

11. 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.
   Major - Climate Change (CLCG - suggested new code) / School of Environment and Sustainability [SES]

12. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
### Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

2. If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?  
   Grad Cert in Climate Change Vulnerability Assessment and Adaption Action - GCCCVA (suggested Banner code) and Grad Cert Climate Change (suggested Banner short degree description)

3. What is the name of this new/revised program?  
   Graduate Certificate in Climate Change Vulnerability Assessment and Adaption Action - GCCCVA-GP (suggested Banner code - 12 character maximum) and Grad Cert Climate Change (suggested Banner description)

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

5. What College/Department is the academic authority for this program?  
   College of Graduate and Postdoctoral Studies [GP] / School of Environment and Sustainability [SES]

6. Is this a replacement for a current program? Yes X No

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

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

9. If this is a new non-degree or undergraduate level program, what is the expected completion time?
Section 3: Mobility

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

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

If yes, choose one of the following?
- Domestic Mobility (both jurisdictions are within Canada)
- International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).
- Joint 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 [X] Revised [ ]  
   If you've answered NO, please continue on to the next section.

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?  
   Yes [ ] No [X] Revised [ ]  
   If you've answered NO, please continue on to the next section.

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

3 Which Department / School is the authority for this new / revised disciplinary area? (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?  
   N/A
Section 6: New College / School / Center / Department or Renaming of Existing

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

2. Is an existing college, school, center, or department being renamed?  
   Yes X  No __

3. Is an existing college, school, center, or department being deleted?  
   Yes X  No __

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

4. What is the name of the new (or renamed or deleted) college, school, center, or department? ________________

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

6. What is the effective term of this new (renamed or deleted) college, school, center, or department? ________________

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

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

9. 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 [X] No [X]
   If NO, please describe.
   It's expected to be delivered online with condensed course offerings

5. Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes [ ] No [X]
   If YES, please describe.
   It's expected to be delivered online

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.
Attached completed "Course Creation Forms" to this document would be helpful.
Section 8: Admissions, Recruitment, and Quota Information

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

2. What term(s) can students be admitted to?  
   YYYY05, YYYY09, YYYY01

3. Does this impact enrollment?  
   Slight increase - within 2 years expect enrolment of approximately 30 students per year

4. How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?  
   Refer to the School of Environment and Sustainability

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

6. What is the application deadline?  
   As per current

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)  
   4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergraduate degree in an academic discipline relevant to the proposed field of study from an institution meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.  
   Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).  
   Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.  
   Statement of Intent.  
   Letters of Reference.

8. What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

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

10. What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)  
    Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Will the standard application fee apply?</td>
<td>Yes</td>
</tr>
<tr>
<td>14 Will all applicants be charged the fee or will current, active students be exempt?</td>
<td>All applicants will be charged</td>
</tr>
<tr>
<td>15 Are international students admissible to this program?</td>
<td>Yes_X</td>
</tr>
</tbody>
</table>

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

$4,500 (all 3 classes in 1 year)
### 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

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

3. When is the first class expected to graduate?

   Could be as early as 202209 (Fall Convocation 2022)

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

   30

### Section 11: Schedule of Implementation Information

1. What is the start term?

   202205 [May 2022]

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

   Yes [ ] No [x]

   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.)
   [As per current set-up for graduate students]

2 Will students register themselves?
   X Yes  No
   If YES, what priority group should they be in?
   [As per current set-up for graduate students]

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?
   X 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?
   X Yes  No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?
   X Yes  No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
   X Yes  No

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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   X 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 [X]  
   If yes, what is the name of the program?  

2. What is the effective date of this termination?  

3. Will there be any courses closed as a result of this termination?  
   Yes [ ] No [ ]  
   If yes, what courses?  

4. Are there currently any students enrolled in the program?  
   Yes [ ] No [ ]  
   If yes, will they be able to complete the program?  

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

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

7. Is there mobility associated with this program termination?  
   Yes [ ] No [ ]  
   If yes, please select one of the following mobility activity types.  
   - Dual Degree Program  
   - Joint Degree Program  
   - Internship Abroad Program  
   - Term Abroad Program  
   - Taught Abroad Course  
   - Student Exchange Program  
   Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?  
   Yes [ ] No [ ]
### Section 18: Proposed Tuition and Student Fees Information

1. **How will tuition be assessed?**

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

   * See attached documents for further details.

2. **If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?**
   - No

3. **If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?**
   - N/A

4. **Does proponent’s proposal contain detailed information regarding requested tuition? If NO, please describe.**
   - Yes X No

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

6. **IP A Additional comments?**

7. **Will students outside the program be allowed to take the classes?**
   - Yes

8. **If YES, what should they be assessed? (This is especially important for program based.)**
   
   **Students pursuing this certificate will be assessed the $500/credit unit and students in a program that assesses tuition by program would pay their regular tuition (so students in the same class will be paying different tuition)**

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

10. **Do standard cancellation fee rules apply?**
    - Yes

11. **Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.**
    - No

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

13. **Are international students admissible to the program? If yes, will they pay the international tuition differential?**
    - Yes - will pay the standard international tuition differential for the year

**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 [ ] No [ ]

2. Has TLSE, Admissions, been informed about this new / revised program?  
   - Yes [ ] No [ ]

3. Has TLSE, Student Finance and Awards, been informed about this new / revised program?  
   - Yes [ ] No [ ]

4. Has CGPS been informed about this new / revised program?  
   - Yes [ ] No [ ]

5. Has TLSE, Transfer Credit, been informed about any new / revised courses?  
   - Yes [ ] No [ ]

6. Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  
   - Yes [ ] No [ ]

7. Has the Library been informed about this new / revised program?  
   - Yes [ ] No [ ]

8. Has ISA been informed of the CIP code for new degree / program / major?  
   - Yes [ ] No [ ]

9. Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?  
   - Yes [ ] No [ ]

10. Has the Convocation Coordinator been notified of a new degree?  
    - Yes [ ] No [ ]

11. What is the highest level of financial approval required for this submission? Check all that apply.
    - a. None - as it has no financial implications  
       - [ ]
    - OR
    - b. Fee Review Committee  
       - [ ]
    - c. Institutional Planning and Assessment (IPA)  
       - [ ]
    - d. Provost's Committee on Integrated Planning (PCIP)  
       - [ ]
    - e. Board of Governors  
       - [ ]
    - f. Other  
       - [ ]

### SIGNED

Date: 

Registrar (Russell Isinger): 

College Representative(s): 

IPA Representative(s):
UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: May 20, 2021

SUBJECT: Bachelor of Science in Applied Computing

COUNCIL ACTION: For Information Only

SUMMARY:

The College of Arts and Science submitted a proposal to introduce a major in Applied Computing for its Bachelor of Science degree program. With this proposal, the College also proposed to delete the existing majors in Bioinformatics and in Interactive Systems Design.

The deleted majors will be represented as concentrations under the new Applied Computing major, in addition to three other concentrations: Business, Data Analytics, and Geomatics.

The new degree program adheres to College of Arts and Science degree templates and will be available as a four-year or a four-year honours degree. The new program will ensure that students have appropriate breadth and depth of knowledge in both computer science and in related disciplines and cognate areas to be successful post graduation. The new program, with its concentrations, will encourage interdisciplinary crossover and prepare students for a variety of careers and/or areas of research.

Students in the existing programs that are being deleted will be permitted to complete their degree programs, or may transfer into the new program.

The Academic Programs Committee considered this proposal and passed the following motion at its April 14, 2021 meeting:

*It is recommended that the Academic Programs Committee approve the Bachelor of Science (B.Sc.) in Applied Computing in the College of Arts and Science and the associated program deletions, effective May 2022*
PROPOSAL IDENTIFICATION

Title of proposal: Introduction of Major in Applied Computing; Deletion of Majors in Bioinformatics and in Interactive Systems Design

Degree(s): Bachelor of Science

Field(s) of Specialization: Applied Computing

Level(s) of Concentration: Honours, Four-year

Option(s): Bioinformatics, Business, Data Analytics, Geomatics, Interactive Systems Design Professional Internship Option

Degree College: Arts and Science

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

Kevin Stanley
Department Head, Computer Science
kstanley@cs.usask.ca
306-966-6747

Proposed date of implementation: May 2022
Executive Summary

The Need

Computing is permeating modern life and data is the new resource that industries around the world are chasing. Better data can lead to faster, better decisions, more efficient processes, and more reliable outcomes. However, data analytics or applied computing cannot be taught in isolation. When applied to a particular problem or domain, knowledge of computing and the domain itself are required to effectively achieve insight. Traditional industries such as mining and agriculture have joined the ranks of more established technology users in IT, medicine, business and design. There is a clear need for graduates with knowledge in both computing and domains of application.

The Problem

Offering interdisciplinary degrees is a reoccurring challenge for universities. Degree stewardship and administration can be hard to assign, classes difficult to schedule, and faculty resourcing uncertain. This has led to interdisciplinary programs languishing. It is even more difficult to offer interdisciplinary programming in the context of an accredited program like Computer Science, where external agencies constrain potential choices and require more depth in the primary subject than might be required for an interdisciplinary practitioner. Determining a course of study in interdisciplinary majors is an issue for students who must not only understand the content of individual courses, but how that content meshes with that covered in other disciplines.

The Program

To address stakeholders’ need for graduates with both computing and domain expertise while operating under the constraints of university structure and governance, we propose a new model for interdisciplinary programming. In this model, a primary unit proscribes a major requiring the minimum number of disciplinary credit units for that college (in Arts and Science 36), leaving space for minor-like ensembles of courses in cognate disciplines. However, few combinations of courses for majors and cognate minors lead to combined knowledge that is directly actionable in practice. Meaningful degrees, particularly those focused on data analysis require curated combinations of classes that can be synthesized into functional knowledge. To avoid credential bloat and associated administrative cost, these curated packages of courses can be instantiated as named concentrations within an overarching degree, for example a degree in Applied Computing in Bioinformatics, or a degree in Applied Computing in Geomatics. Because these concentrations are curated, scheduling conflicts can be encoded and avoided using established software. Similarly, credentialing can happen automatically, as there are clear course packages required to graduate.

Computer Science is willing to take the lead in developing this kind of programming, particularly to address the need for students trained in data analytics and applied computing. We have identified a core program of existing computer science courses and a single new course on data analytics that could be packaged into a 12-course core, and several cognate areas which could be combined to form synthesized knowledge which would be directly applicable to stakeholders in the community. By employing this model, unlike a more traditional Degree in Data Analytics, we obtain the flexibility to grow programming to meet the needs of local stakeholders with reduced overhead.

Proposed Undergraduate Applied Computing Concentrations

We propose to terminate two existing programs, and reconstitute them as concentrations under the Applied Computing degree. We further propose to instantiate three additional concentrations in areas of Applied Computing which meet emerging needs and opportunities.
Bioinformatics (Cognate areas: Biology, Biochemistry)

Bioinformatics is an established but niche program in the college. Adding this program to Applied Computing would allow for a reimagining of content and greater accessibility.

Business (Cognate areas: Marketing, Entrepreneurship)

There is a significant industrial demand for graduates who understand computing, data, and business processes. We anticipate that this will be a popular concentration.

Data Analytics (Cognate areas: Math, Statistics)

This program would focus on training general purpose data scientists. What they would lose in domain knowledge they would gain in mathematical rigor. This degree would be of interest to those who have a cognate degree already, as well as those interested in analytical mechanics.

Geomatics (Cognate area: Geography)

Understanding geographically anchored data is important in areas such as mining, agriculture, and city planning. This program would focus on the programmatic use of GIS and satellite-based systems in water management, agriculture, mining, and civic planning.

Interactive System Design (Cognate areas: Art and Art History, Psychology)

The ISD program is an established B.A.&Sc program with solid enrolments, which trains graduates to work on front end computing and interactive system design.

Graduate Degrees in Applied Computing

Interdisciplinary graduate work is becoming more common in the Department of Computer Science at the University of Saskatchewan. However, students receiving Computer Science graduate degrees are expected to be able to teach in accredited Computer Science programs, putting unnecessary strain on students transferring in from other disciplines. A non-accredited program would allow students to receive interdisciplinary training with fewer disciplinary constraints. Our current plan for MScs and PhDs in Applied Computing follow our current graduate program structure at the MSc and PhD levels, but relaxes entry requirements, allows up to half the committee members to be from outside Computer Science, and permits up to half of the courses to be from outside of Computer Science.
Rationale:

Problem: Because accredited computer science degrees require substantial topical breadth and depth in the discipline, few credits remain for students to obtain cognate minors except in closely related disciplines such as mathematics. While the breadth and depth requirements produce excellent computer scientists, it prevents students from pursuing careers where targeted computer science knowledge, along with cognate understanding of breadth areas are required. While pursuing post-graduate certificates in those cognate areas is an option, most students in possession of a degree in Computer Science opt for employment in software development. This leaves key roles in the developing economy underfilled or filled by inappropriately trained workers. Either cognate areas or software development must be learned on the fly in the job context, leading to mixed results. A degree program which curated a mixture of computer science and cognate courses targeted at specific learning and qualification outcomes could address this problem. However, the curation of courses would depend on the target outcomes and would not be broadly generalizable. A degree program with sufficient flexibility to pair computer science and cognate courses, and specificity to constrain those courses into coherent outcomes is required.

At the graduate level, students with a strong background in a relevant cognate area are prevented from pursuing graduate studies within the department by substantial remedial course requirements. While students could conduct meaningful research at the graduate level on interdisciplinary projects under the supervision of a faculty member in Computer Science, they are prevented from doing so by the Department’s need to maintain the brand integrity of the MSc and particularly PhD in Computer Science. Given that a PhD graduate could reasonably be expected to teach in an accredited computer science program, they should have a sufficient depth and breadth of knowledge in the discipline. Creating a new graduate degree program to accommodate students with interdisciplinary interests provides a path to graduation without impacting the exiting graduate programs in computer science.

Core Approach: The core approach at both the graduate and undergraduate levels is the creation of an unaccredited degree which provides a smaller, more targeted computer science curriculum, leaving space for cognate disciplines. At the graduate level, these cognate requirements are set by the advisory committee during the approval of the course of study; at the undergraduate level, these cognate requirements are largely proscribed by the concentration within the program that the student wishes to complete.

Undergraduate Program: While graduate studies naturally lend themselves to student-by-student customization, undergraduate degrees need clear programs of study for scalability. This can range from general credit number and level counts in classic liberal arts degrees to specified course requirements in professional colleges. Interdisciplinary degrees draw from specific subsets of offerings in different departments – not all courses from two departments necessarily mesh into a cohesive program of study. Well-designed interdisciplinary programs can be similar in curricular design to professional degrees in that specific subsets of courses should be specified for each degree. A curated set of courses across departments leading to a defined skill set is the first pillar of our approach.

Because baskets of courses would be different for different target skill areas, each group of courses would naturally lead to a different degree. However, this threatens degree bloat with the associated overhead expense and brand dilution. This is a classic conundrum in interdisciplinary programming. How does one provide the flexibility to take courses across disciplines and the structure to ensure that those courses meaningfully coexist? A classic approach is to designate an interdisciplinary degree which can be individually curated as with the graduate degrees described above. However, this simply pushes the overhead expense from support units on to faculty, and maximizes brand dilution, as the interdisciplinary degree literally represents everything. These degrees also offer little guidance to students as to what combinations of courses lead to interesting outcomes, and therefore have limited uptake. To address this conundrum, we propose to leverage an existing, but seldom used, structure within the University of Saskatchewan’s pedagogical portfolio: the named concentration. Named concentration allow a single
umbrella degree to have multiple paths to completion, where each path has a name. The single umbrella degree limits degree bloat. The concentration provide the opportunity to structure baskets of courses targeting specific outcomes. The naming of concentration provides specific and obvious branding, preventing brand dilution and providing clear outcomes for students. Providing each logical collection of courses with a named concentration is the second pillar of this approach.

As noted in the Problem Statement, it is difficult to pair cognate areas with a degree in an accredited Computer Science program because of the additional breadth requirements in the subject area demanded by accreditation bodies. However, within the College of Arts and Science, a BSc degree can be conferred with as few as 36 CUs in the major, leaving ample room for cognate areas. Furthermore, because computer science requires substantial early instruction on fundamental coding and algorithmic skills, a substantial portion of those credits would be in common across all concentrations, and in common with those required for computer science majors, making movement between programs feasible in the first two years. A new non-accredited degree program is the third pillar of this approach.

In summary, the undergraduate approach is composed of a new non-accredited degree program which assigns a named concentration to a set of curated classes in computer science and selected cognate disciplines around a minimal viable core of computer science classes.

**Undergraduate Degree and Concentrations**

The undergraduate program is composed of a single degree split into multiple concentrations. We name the degree a Bachelor of Science in Applied Computing. The degree has a common foundation of introductory computer science classes covering the fundamentals of coding, algorithms and software design. Bundles of curated advanced computer science classes and classes from cognate disciplines (often based upon existing certificates or minors) are added to the foundation to produce named concentrations. In this proposal we have identified five named concentrations: two existing degree programs that can be rolled into concentrations of Applied Computing and three new concentrations proposed based on industry demand and existing programming within the university. A fourth new program -- Public Health Informatics -- was envisioned, but has been temporarily shelved due to commitments of the principal participants to the COVID19 response.

**Distribution Requirements and Electives:** As a BSc degree in Arts and Science, Applied Computing will have to adhere to existing distribution requirements for that degree. In the C1 College requirement, students will be required to take a writing course, an indigenous studies course and MATH 164 (required for all Applied Computing Programs). In the C2 College requirement, students will be required to take a second writing course, in keeping with existing BSc requirements, and a social science course. The C3 requirement will include MATH 163, STAT 245 (or equivalent), PHIL 232 (Ethics for Computer Scientists) and three introductory science classes not in Computer Science. At least five electives will be allotted to the C5 slot. This course distribution covers all college requirements outside of the major for a BSc.

**Foundation in Computer Science and Mathematics:** A student completing a degree in Applied Computing should understand the fundamentals of algorithms (expressing solutions as a series of discrete steps), coding (expressing those discrete steps in a computer language) and software design (combining several algorithms to solve a larger problem and testing to see if the code actually does so). These foundational aspects of computer science are already part of our BSc in Computer Science, and are well covered in existing courses at the first and second year levels. In addition, foundational knowledge in logic, linear algebra and statistics is necessary for all concentrations within the degree, and to navigate prerequisites within the computer science curriculum. The courses in the common foundation are listed in the following table, and are required for all concentrations.
Table 1: Common Computer Science Fundamentals Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 141</td>
<td>Introduction to Computer Science</td>
<td>Provides first introduction to coding concepts</td>
</tr>
<tr>
<td>CMPT 145</td>
<td>Principles of Computer Science</td>
<td>Continues introduction to coding concepts and introduces development practices</td>
</tr>
<tr>
<td>CMPT 260</td>
<td>Mathematical Logic and Computing</td>
<td>Provides the theoretical underpinnings for understanding logic and algorithms</td>
</tr>
<tr>
<td>CMPT 270</td>
<td>Developing Object Oriented Systems</td>
<td>Cover the design and implementation of object oriented programming, the dominant paradigm in practice. Introduces software engineering concepts.</td>
</tr>
<tr>
<td>CMPT 280</td>
<td>Intermediate Data Structures and Algorithms</td>
<td>Introduces key data structures for encoding data and their relationships, and fundamental algorithms for the construction and manipulation of those structures.</td>
</tr>
<tr>
<td>MATH 163</td>
<td>Introduction to Mathematical Reasoning</td>
<td>Introduces fundamentals of proof and logic.</td>
</tr>
<tr>
<td>MATH 164</td>
<td>Introduction to Linear Algebra</td>
<td>Matrices and vectors are fundamental data types. Understanding their mathematical properties is key to many computer science problems.</td>
</tr>
<tr>
<td>STAT 245*</td>
<td>Introduction to Statistical Methods</td>
<td>Fundamentals of statistics. Important for any quantitative work relating to uncertain measurements</td>
</tr>
<tr>
<td>PHIL 232</td>
<td>Ethics and Professional Responsibility in Computer Science</td>
<td>Fundamental ethics course required for all Computer Science BScs.</td>
</tr>
</tbody>
</table>

* Many functionally equivalent courses or groups of courses exist across the university. STAT245 is used as a shorthand for STAT245 or any of its equivalents

As noted above MATH 164 is used to partially satisfy the C1 requirement in the BSc program. MATH 163, STAT 245 and PHIL 232 partially satisfy the Cognate requirement. Five CMPT courses are common across all concentrations. The remaining seven are selected from second and third year classes depending on the concentration.

Concentration in Bioinformatics

The B.Sc. in Bioinformatics (BINF) degree is the other interdisciplinary degree largely overseen by the Department of Computer Science. Bioinformatics focusses on the role of DNA and its associated biomolecules in encoding and regulating cellular processes which eventually manifest as heritable traits. Bioinformatics uses sophisticated computing techniques to model genetic behavior. Because the processes encoded in DNA are fundamentally information processes, bioinformatics also converges aspects of biological processes as computing mechanisms. Degrees in bioinformatics train students to work in industry, typically in agribusiness, or in health.

The program currently has both undergraduate and graduate portions, but the graduate degrees are offered as MSc and PhDs in Computer Science. The undergraduate degree combines biology, biomedical science and computer science. Currently, four BINF courses are offered: a second year service course, a second year course for majors, a third year reading course, and a fourth year project course. While the graduate degree is healthy, and has had meaningful impact on research in Medicine, Biology and Agriculture, the undergraduate program has a history of low enrolments (but superb graduates). We propose to move the existing BINF degree under the Applied Computing umbrella to perform a strategic refactoring of the undergraduate Bioinformatics program.
The current undergraduate program has a number of issues related to recruitment and retention, which
we hope to address through the redesign of the courses and curriculum:

- **Terminal service course**: The current service course has a low conversion rate into majors or
  other computational courses as it is a stand alone course introducing bioinformatic software tools
- **Limited reach of service course**: Currently, students in the service course are largely limited to
  BMSC students, even though it has substantial benefit for students in other biosciences.
- **Long prerequisite pathway**: Because of the prerequisite structure, students must invest
  significant effort into the biological and computational prerequisites before being able to take
  courses in the target area.
- **“Difficult” intro course**: Many of the students outside of computer science can be intimidated by
  the perceived difficulty of the subject area. This is particularly true of students attempting to enter
  medical professions, who are often driven by grade point average.
- **Inconsistent structure**: Within computer science, a fairly standard paired structure of
  introductory and advanced courses has evolved. The current bioinformatics offerings are
  inconsistent with this structure.

We hope to address these shortcomings through a redesign of the courses and curriculum. The two
existing courses for majors, BINF 200 and BINF 300 will be revised into BINF 351 and CMPT 451,
respectively. The service course BINF 210 will be deprecated, and replaced with a new first year
course, BINF 151. The Honours project course BINF 400 will be deprecated (Honours students will
take the Honours course CMPT 407 serving all of Applied Computing). Hence, the three resulting
classes are

- BINF 151: Computing in the Biological Sciences
- BINF 351: Introduction to Bioinformatics
- CMPT 451: Modelling and Algorithms for Biological Systems

The content of these courses have been adjusted to provide a smooth program of learning, and clear
pedagogical outcomes and progress. The proposed first year course, BINF 151, will combine
elements of our successful introductory CMPT 140 course with the existing BINF 210 curriculum.
Students will leave the course knowing both scripting in Python for biological data analysis and the
fundamentals of bioinformatics. The course will serve as a prerequisite for CMPT 141, providing a
clear path into the program and removing some of the difficulty stigma attached to computer science.
This course will also be designed to be broadly accessible to students in the biosciences. The
outcomes of the course includes a knowledge of programming (as opposed to the existing course
BINF 210 which does not teach it), and this opens up many possibilities for using bioinformatics and
computing generally. Most should be able to take the course in the second semester of their first year
(in contrast to BINF 210 which students often reserved for later in their programs). Students would
take the common Applied Computing core, and would have access to BINF 351 in third year, and
CMPT 451 in fourth year. BINF 200 will transition into BINF 351, and it will alter the prerequisites to
be more accessible to Biology students rather than Biomedical Sciences students. BINF 300 will
transition into CMPT 451. CMPT 451 has a substantial algorithmic component, and the prerequisites
have been opened to make it easier for CMPT majors to take it as a senior elective. CMPT 451 will
be cross-listed as a new graduate course, CMPT 841, in keeping with the course structure typical in
Computer Science.

In addition to the common computer science curriculum, students are required to take a substantial
number of biology and biochemistry courses. Students in the Bioinformatics concentration are
encouraged, but not required to take STAT 246 in place of STAT 245.
Table 2: Required CMPT, BINF, BIOC, BIOL, BMSC, and STAT courses for the Concentration in Bioinformatics

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 112</td>
<td>General Chemistry</td>
<td>Fundamental chemistry prerequisite (in C3)</td>
</tr>
<tr>
<td>CHEM 250</td>
<td>Introduction to Organic Chemistry</td>
<td>Fundamental chemistry prerequisite (in C3)</td>
</tr>
<tr>
<td>BIOL 120</td>
<td>The Nature of Life</td>
<td>Fundamental biology prerequisite (in C3)</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>The Diversity of Life</td>
<td>Second fundamental biology prerequisite</td>
</tr>
<tr>
<td>BINF 151</td>
<td>Computing in Biological Systems</td>
<td>Introduction to both coding and principles of bioinformatics. <strong>Recommended for students with a limited CS background but not explicitly required for degree.</strong> Similar to CMPT140 in ISD</td>
</tr>
<tr>
<td>BMSC 200</td>
<td>Biomolecules</td>
<td>Fundamental biomolecular knowledge</td>
</tr>
<tr>
<td>BMSC 240</td>
<td>Laboratory Techniques</td>
<td>Understanding of preparation of DNA or other samples, and role in signal output</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 226</td>
<td>Mendelian genetics, DNA structure and replication, gene function</td>
</tr>
<tr>
<td>STAT 246</td>
<td>Introduction to Biostatistics</td>
<td>Fundamental statistical methods for biological systems. Can be taken in place of STAT245</td>
</tr>
<tr>
<td>CMPT 318</td>
<td>Data Analytics</td>
<td>Bioinformatics is inherently data driven. Understanding proper pipeline construction will prevent erroneous conclusions.</td>
</tr>
<tr>
<td>CMPT 353</td>
<td>Full Stack Web</td>
<td>Covers database basics which is crucial for practical bioinformatics systems. Provides tools for moving data across the web</td>
</tr>
<tr>
<td>CMPT 360</td>
<td>Machines and Algorithms</td>
<td>Theoretical basis for advanced bioinformatics algorithms.</td>
</tr>
<tr>
<td>BMIS 340</td>
<td>Introductory Molecular Biology</td>
<td>Core molecular biology processes underlying the function of DNA</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 316</td>
<td>Covers epigenetics, RNA interference and other advanced topics in molecular genetics</td>
</tr>
<tr>
<td>BINF 351</td>
<td>Introduction to Bioinformatics</td>
<td>Core course in the program covering fundamentals of bioinformatics</td>
</tr>
<tr>
<td>CMPT 451</td>
<td>Algorithms and Modeling in Bioinformatics</td>
<td>Advanced topics in bioinformatics, with a focus on the efficient computational solution to common problems</td>
</tr>
</tbody>
</table>

Students in Bioinformatics have a choice of several Computer Science electives to complete their degrees. Students must take two of the following, loosely grouped into pairs. The simulation option would appeal to students interested in health and low-level processing. The theory option would be of interest to students targeting algorithm development. The AI option would be interesting to students wishing to apply machine learning techniques to bioinformatic problems. The visualization option would be interesting to students wishing to render complex biological data in a meaningful way. BSc recipients can take any two courses listed below. It is recommended that honours students complete all courses in an option.
### Table 3: Optional CMPT courses for the Concentration in Bioinformatics organized by option

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simulation Option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 214</td>
<td>Programming Principles and Practice</td>
<td>Covers low-level C++ programming and command line scripting and automation. Necessary for high performance systems</td>
</tr>
<tr>
<td>CMPT 394</td>
<td>Simulation Principles</td>
<td>Efficient implementation of simulations, particularly Monte Carlo simulation.</td>
</tr>
<tr>
<td><strong>AI Option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 317</td>
<td>Introduction to Artificial Intelligence</td>
<td>Classic search and AI techniques useful for inferring bioinformatic effects</td>
</tr>
<tr>
<td>CMPT 423</td>
<td>Machine Learning</td>
<td>Machine learning techniques for learning models from data. Commonly employed in bioinformatic systems.</td>
</tr>
<tr>
<td><strong>Theory Option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 364</td>
<td>Automata and Formal Languages</td>
<td>Further theoretic underpinnings to complement CMPT360, necessary for algorithm development</td>
</tr>
<tr>
<td>CMPT 463</td>
<td>Advanced Algorithms</td>
<td>Further exploration of algorithms</td>
</tr>
<tr>
<td><strong>Visualization Option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 384</td>
<td>Information Visualization</td>
<td>Fundamentals of data visualization and presentation. Useful for representing complex data.</td>
</tr>
<tr>
<td>CMPT 484</td>
<td>Graph Drawing and Network Visualization</td>
<td>Advanced interactive visualization techniques focusing on visualizing how things are related, for example gene expression networks</td>
</tr>
</tbody>
</table>

Students in bioinformatics can choose between general biology, biomedical systems, or plant and agricultural biology as a focus for their cognate areas. While students have some flexibility within these specializations, the prerequisite structure does require some depth. Students must take seven of the following courses. All students in the concentration must complete seven courses from this list, and Honours students must also have at least one at the 400-level. Any course counted in another list above cannot be counted in this list as well.

### Table 4: Optional SCB, ANBI, ANSC, BIOC, BIOL, BMSC, CHEM, MCIM and PLSC courses for the Concentration in Bioinformatics

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACB 331</td>
<td>Methods in Cell and Developmental Biology</td>
<td>Laboratory techniques relevant to bioinformatics</td>
</tr>
<tr>
<td>ANBI 470</td>
<td>Applied Animal Biotechnology</td>
<td>Application of bioinformatic techniques in an animal context</td>
</tr>
<tr>
<td>ANSC 313</td>
<td>Animal Breeding and Genetics</td>
<td>Biological context for bioinformatics knowledge.</td>
</tr>
<tr>
<td>BIOC 405</td>
<td>Structure and Function of Biomolecules</td>
<td>Biological behavior of bioinformatic entities</td>
</tr>
<tr>
<td>BIOC 436</td>
<td>Advanced Molecular Biology</td>
<td>Biological manipulation of nucleic acids. Application of bioinformatics</td>
</tr>
<tr>
<td>BIOL 222</td>
<td>The Living Plant</td>
<td>Fundamental knowledge of plant physiology. Prerequisite for PLSC416</td>
</tr>
<tr>
<td>BIOL 226</td>
<td>Genes to Genomics</td>
<td>How genes are manifested through DNA. Core BIOL</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>BIOL 316</td>
<td>Molecular Genetic of Eukaryotes</td>
<td>More advanced topics in genetics.</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Plant Cells and Tissues</td>
<td>Fundamental plant cellular biology. Prerequisite for BIOL 420</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Molecular Biology of Plants</td>
<td>Necessary for bioinformatics analysis and manipulation of plants</td>
</tr>
<tr>
<td>BIOL 421</td>
<td>Functional Genomics</td>
<td>Biological perspective on bioinformatics</td>
</tr>
<tr>
<td>BMSC 210</td>
<td>Microbiology</td>
<td>Covers genetics and behavior of microorganisms. Prerequisite for BMSC 320</td>
</tr>
<tr>
<td>BMSC 220</td>
<td>Cell Biology</td>
<td>Covers fundamentals of cell biology. Prerequisite for BMSC 320</td>
</tr>
<tr>
<td>BMSC 240</td>
<td>Laboratory Techniques</td>
<td>Laboratory techniques in biochemistry, cell biology, and microbiology</td>
</tr>
<tr>
<td>BMSC 320</td>
<td>Nucleic Acids from Central Dogma to Human Disease</td>
<td>This is the central dogma of the degree</td>
</tr>
<tr>
<td>BMIS 340</td>
<td>Introductory Molecular Biology</td>
<td>Core molecular biology processes underlying the function of DNA</td>
</tr>
<tr>
<td>CHEM 255</td>
<td>Bio Organic Chemistry</td>
<td>Laboratory class focused on biochemistry</td>
</tr>
<tr>
<td>MCIM 417</td>
<td>Molecular Virology</td>
<td>Molecular biology of viruses. Useful if interested in health bioinformatics</td>
</tr>
<tr>
<td>MCIM 487</td>
<td>Microbial Genetic Systems</td>
<td>The interaction of genes and biological processes in microbial life. Useful for many areas of bioinformatics</td>
</tr>
<tr>
<td>PLSC 317</td>
<td>Plant Metabolism</td>
<td>Photosynthetic and mitochondrial metabolic processes. Prerequisite for PLSC416.</td>
</tr>
<tr>
<td>PLSC 411</td>
<td>Plant Breeding</td>
<td>Applied plant genetics. Often used in conjunction with bioinformatic processes</td>
</tr>
<tr>
<td>PLSC 416</td>
<td>Applied Plant Biotechnology</td>
<td>Applied use of bioinformatic techniques amongst others in plant biotech</td>
</tr>
<tr>
<td>STAT 241</td>
<td>Probability Theory</td>
<td>Foundational knowledge for working with data and statistical techniques relevant to bioinformatics</td>
</tr>
<tr>
<td>STAT 345</td>
<td>Design and Analysis of Experiments</td>
<td>Understanding how different statistical operations are more or less valid given the structure of the data collection</td>
</tr>
</tbody>
</table>

To complete an Honours degree in the Bioinformatics concentration, students must complete CMPT 407. Students must complete at least one 400 level course from the Life Sciences portion of the degree (Table 17). Students must maintain a CGPA of at least 70 across all major courses and 70 overall.

**Concentration in Business**

The IT sector is one of the fastest growing industries in Saskatchewan and around the world. Demand for qualified coders and software engineers has driven demand for graduates from Computer Science. However, IT enterprises are also businesses and require students with a background in commerce to relate to clients, drive sales, and manage human resources. People filling these roles should also have an understanding of the core IT business at a technical level so that they do not make impossible promises to clients or fail to integrate with software engineering teams. Concentrations which were composed primarily of commerce degrees with some computer science, or computer science with some commerce were the primary request from our industrial stakeholders for new programming. As a Department of Computer Science we cannot propose a degree in Commerce, so this proposal focusses on a degree primarily in Computer Science with substantial contributions from the Edwards School of Business. We do note that our existing Certificate in Computer Science could be used to help accommodate the former.
Students in the Business concentration will need to complete the foundations of computer science course list, two required software engineering classes, any calculus class (MATH 110, 121, 123, 125, 133, or 176) and an extended version of ESB’s Certificate in Business. Students must take five of fourteen CMPT electives organized into three options. For the four year degree the options are recommendations only, and students can combine courses from any option. Options available include software engineering, analytics, and user interfaces and the web. Students take seven COMM courses and have the option of selecting and additional two from a list of six.

Table 5: Required CMPT and COMM courses for Concentration in Business

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 370</td>
<td>Intermediate Software Engineering</td>
<td>Software engineering principles and tools. Necessary for working on projects involving more than a few coders</td>
</tr>
<tr>
<td>CMPT 371</td>
<td>Software Management</td>
<td>Software engineering practice with a focus on team dynamics and project tracking</td>
</tr>
<tr>
<td>COMM 100</td>
<td>Business Communication I</td>
<td>Effective business communication is critical and continues to be one of the most requested additional competencies from our industrial stakeholders</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Introduction to Business</td>
<td>Fundamental prerequisite and foundational business knowledge</td>
</tr>
<tr>
<td>COMM 105</td>
<td>Introduction to Organizational Behavior</td>
<td>Fundamental knowledge of the company as an organization, prerequisite</td>
</tr>
<tr>
<td>COMM 201</td>
<td>Introduction to Financial Accounting</td>
<td>Financial literacy. Necessary for account management</td>
</tr>
<tr>
<td>COMM 204</td>
<td>Introduction to Marketing</td>
<td>Fundamentals of marketing. Understanding business processes as a function of client demand</td>
</tr>
<tr>
<td>COMM 306</td>
<td>Ethics and Strategic Decision Making</td>
<td>Business ethics to complement ethics fundamentals taught in PHIL232</td>
</tr>
</tbody>
</table>

Many options are open to a student with a background in both computer science and commerce. Students could focus on business process and software engineering with an eye towards leadership, students could turn their computer science training on the business and its customers and provide data analytic insights, students could focus on users and clients and their experiences with the products, or any combination of these outcomes. To accommodate the wide array of possible outcomes, students in the business concentration are free to choose five of fourteen senior electives.

Table 6: Optional CMPT courses for the Concentration in Business organized by option

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 214</td>
<td>Programming Principles and Practice</td>
<td>Covers low-level C++ programming and command line scripting and automation. Prerequisite for CMPT340</td>
</tr>
<tr>
<td>CMPT 340</td>
<td>Programming Language Paradigms</td>
<td>Covers the three main programming language paradigms used in industry. Introduces parallel programming</td>
</tr>
<tr>
<td>CMPT 353</td>
<td>Full Stack Web Programming</td>
<td>Programming for web based applications. Linking web apps to databases</td>
</tr>
<tr>
<td>CMPT 436</td>
<td>Mobile and Cloud Computing</td>
<td>Programming across multiple platforms with seamless connectivity enabled through middleware</td>
</tr>
<tr>
<td>Number</td>
<td>Name</td>
<td>Rationale</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Analytics Option</strong></td>
<td></td>
</tr>
<tr>
<td>CMPT 470</td>
<td>Advanced Software Engineering</td>
<td>Advanced and automated techniques for software engineering</td>
</tr>
<tr>
<td>CMPT 317</td>
<td>Introduction to Artificial Intelligence</td>
<td>Links statistics and computer science to solve problems. Prerequisite for CMPT423</td>
</tr>
<tr>
<td>CMPT 318</td>
<td>Data Analytics</td>
<td>An introduction to data analysis pipelines and practices. Potentially useful to analyze business data</td>
</tr>
<tr>
<td>CMPT 384</td>
<td>Information Visualization</td>
<td>Fundamentals of data visualization and presentation. Useful for creating visualization of business data</td>
</tr>
<tr>
<td>CMPT 423</td>
<td>Machine Learning</td>
<td>Survey course on machine learning methods and algorithms with a focus on application. Necessary for advanced business data analytics</td>
</tr>
<tr>
<td>CMPT 489</td>
<td>Deep Learning and Applications</td>
<td>Deep learning employs large neural networks and datasets for difficult AI tasks, currently a hot area in business analytics</td>
</tr>
<tr>
<td></td>
<td><strong>User and Web Option</strong></td>
<td></td>
</tr>
<tr>
<td>CMPT 281</td>
<td>Website Design and Development</td>
<td>Creation of websites using standard web languages</td>
</tr>
<tr>
<td>CMPT 353</td>
<td>Full Stack Web Programming</td>
<td>Programming for web based applications. Linking web apps to databases, prerequisite for CMPT412</td>
</tr>
<tr>
<td>CMPT 381</td>
<td>Implementation of Graphical User Interfaces</td>
<td>How to build user friendly and effective interfaces. Good for spatial app development</td>
</tr>
<tr>
<td>CMPT 412</td>
<td>Social Computing and Participative Web</td>
<td>Social web based interactions are at the core of many new business trends such as influencers, social network advertising and customer modeling</td>
</tr>
<tr>
<td>CMPT 481</td>
<td>Human Computer Interaction</td>
<td>How people interact with machines and how to test to determine if those interactions are effective</td>
</tr>
</tbody>
</table>

Students must complete two of six business courses to complete their business requirements. Selections broadening their base of business knowledge or specializations in entrepreneurship or marketing are available.

*Table 7: Optional COMM courses for the Concentration in Business*
To complete the Honours degree students must complete at least two courses at the fourth year level from Table 9. Students must complete CMPT 407. Students must maintain a CGPA of at least 70 across all major courses and 70 overall. It is recommended thathonours students complete all courses in an option.

### Concentration in Data Analytics

Data analytics has become a major growth area of IT, penetrating many more traditional industries with the promise of increased efficiency. Whether it is modeling customers for business, crops for agriculture, or voting intentions for politicians, data analytics has changed the way that we measure, model and understand the world we live in. Most comparator and U15 universities have introduced programming around data analytics, most commonly as post graduate certificates. Data analytics is an area of potential growth for the Department of Computer Science and university.

Data analytics requires significant cross training in computer science, mathematics and statistics, as well as some domain knowledge. Obtaining all three elements in a single degree is difficult. The Geomatics and Bioinformatics concentrations focus on providing computational and domain knowledge at the cost of statistical depth. The Data Analytics concentration focusses on computational and statistical knowledge at the cost of domain specialization. Graduates of the Data Analytics concentration would have a strong foundational knowledge of data analytics, and would work with domain experts in the field to obtain insight.

The Data Analytics concentration is an intensive combination of a thin major in Computer Science with large minors in Mathematics and Statistics. It would not be possible for a student to complete in conjunction with the current BSc in Computer Science without taking additional credits. Students must complete the computer science core, and complete four required and four optional courses drawn from a list of seven in Computer Science. Students complete six required courses in Math and two required courses in Statistics, and must complete two additional courses in Math and two additional courses in Statistics drawn from curated lists. Students will have to complete one additional course in Math or Statistics drawn from either curated list.

Table 8: Required CMPT, MATH and STAT courses for the Concentration in Data Analytics

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 317</td>
<td>Introduction to Artificial Intelligence</td>
<td>Links statistics and computer science to solve problems. Prerequisite for CMPT423</td>
</tr>
<tr>
<td>CMPT 318</td>
<td>Data Analytics</td>
<td>An introduction to data analysis pipelines and practices, and is core to this program</td>
</tr>
<tr>
<td>CMPT 384</td>
<td>Information Visualization</td>
<td>Fundamentals of data visualization and presentation, core to the program</td>
</tr>
<tr>
<td>CMPT 423</td>
<td>Machine Learning</td>
<td>Creating models from data, core to the program</td>
</tr>
<tr>
<td>MATH 110/176</td>
<td>Calculus I</td>
<td>Differentiation. Core prerequisite.</td>
</tr>
<tr>
<td>MATH 116/177</td>
<td>Calculus II</td>
<td>Integration. Core prerequisite.</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Numerical Analysis I</td>
<td>Algorithms and solutions for mathematical equations in software, foundational</td>
</tr>
</tbody>
</table>
Most machine learning and data analytics algorithms have linear algebra at their core. This course provides added depth on the topic.

Foundational knowledge for working with data and statistical techniques

Foundational knowledge. Core prerequisite.

Students must complete four of eight senior Computer Science courses related to Data Analytics. Students can opt for additional courses in theory, software engineering, simulation and machine learning. Students must take at least one at the 400 level.

Table 9: Optional CMPT courses for Concentration in Data Analytics

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 214</td>
<td>Programming Principles and Practice</td>
<td>Covers low-level C++ programming and command line scripting and automation. Useful for processing large datasets and writing efficient code</td>
</tr>
<tr>
<td>CMPT 353</td>
<td>Full Stack Web Programming</td>
<td>Programming for web based applications. Linking web apps to databases</td>
</tr>
<tr>
<td>CMPT 360</td>
<td>Machines and Algorithms</td>
<td>Fundamentals of algorithms and algorithm design. Optional prerequisite for 484</td>
</tr>
<tr>
<td>CMPT 370</td>
<td>Intermediate Software Engineering</td>
<td>Software engineering principles and tools. Necessary for working on projects involving more than a few coders</td>
</tr>
<tr>
<td>CMPT 394</td>
<td>Simulation Principles</td>
<td>Efficient implementation of simulations, particularly Monte Carlo simulation.</td>
</tr>
<tr>
<td>CMPT 484</td>
<td>Graph Drawing and Network Visualization</td>
<td>Advanced interactive visualization techniques focusing on visualizing how things are related</td>
</tr>
<tr>
<td>CMPT 489</td>
<td>Deep Learning and Applications</td>
<td>Deep learning employs large neural networks and datasets for difficult AI tasks. Cutting edge of machine learning practice</td>
</tr>
</tbody>
</table>

Students must complete a total of five MATH and STAT classes from a list of recommended courses. Student must complete two MATH courses, two STAT courses, and one of either subject.

Table 10: Optional MATH and STAT courses for Concentration in Data Analytics

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 238</td>
<td>Introduction to Differential Equations</td>
<td>Fundamentals of differential equations. Form the basis for many models data is representing. Prerequisite for MATH 314</td>
</tr>
<tr>
<td>MATH 313</td>
<td>Numerical Linear Algebra</td>
<td>Many machine learning algorithms rely on fast and accurate linear algebraic manipulations</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Numerical Solutions of Ordinary Differential Equations</td>
<td>Solving systems of equations numerically on a computer. Useful when data analytics is used to estimate form or parameters of equations</td>
</tr>
<tr>
<td>MATH 325</td>
<td>Introduction to Optimization</td>
<td>Many machine learning algorithms rely on optimization to generate a solution. This course provides a firm foundation for their study</td>
</tr>
</tbody>
</table>
Many common data analytic tasks (e.g. social networks) can be represented as graphs. Matches well with CMPT484.

Regression is a core method in extracting meaning from data.

Understanding how different statistical operations are more or less valid given the structure of the data collection.

Analysis of higher dimensional data using statistical methods.

To complete the Honours degree students must complete CMPT 360 and STAT 344, 345, and 346. Students must complete at least one course at the fourth year level from Table 6. Students must complete one of CMPT 407 or MATH 402. Students must maintain a CGPA of at least 70 across all major courses and 70 overall.

**Concentration in Geomatics**

Geomatics is the quantitative study of relationships pertaining to the Earth’s surface, particularly focused on the analysis of satellite or drone images of the Earth or in GPS tracking across the Earth’s surface. Geomatics has applications to civic planning, land and water management, agriculture, and business. Increasingly, firms are making decisions about investments based on satellite telemetry. In the field of Geomatics, computer science provides the tools for analyzing data and geography provides the social and physical theoretical constructs which provide meaning to the data and analysis.

The computer science component of the Concentration in Geomatics adds data analytic, visualization and image processing courses to the fundamentals listed above, providing students with the tools they need to analyze and present spatial data. Students must take four additional courses from a list of ten senior computer science courses. These courses are roughly grouped into a software engineering option for students who wish to build geomatic software systems, an analytics option focused on AI and machine learning, and a user interface and visualization options for student who want to create interactive spatial tools. The options are voluntary, and students can mix and match as they deem appropriate. The geography concentration draws heavily on the Geomatics minor from Geography and planning. Students take one introductory Geography course, followed by a four course core set of geographic principles, covering what spatial relationships exist and how they are encoded. Students must then choose two of a list of six courses covering senior geography and planning electives. Taking all required courses into account, students are left with eight electives which could be used to provide further breadth, for example in the social sciences for students interested in human geography, or in geology or hydrology for students interested in physical geography.

**Table 11: Required CMPT and GEOG courses for the Concentration in Geomatics**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 318</td>
<td>Data Analytics</td>
<td>An introduction to data analysis pipelines and practices, particularly useful when dealing with the output of computer vision analysis or directly with GPS analysis</td>
</tr>
<tr>
<td>CMPT 384</td>
<td>Information Visualization</td>
<td>Fundamentals of data visualization and presentation. Particularly important in Geomatics as the output of analysis is often an annotated map</td>
</tr>
<tr>
<td>CMPT 487</td>
<td>Image Processing and Computer Vision</td>
<td>Requirement for the automatic processing of satellite or drone data. Fundamentals of traditional image processing techniques.</td>
</tr>
</tbody>
</table>
While not strictly required for entry into senior Geography courses, an introduction to the concepts and vocabulary of geography as a discipline is important.

<table>
<thead>
<tr>
<th>Intro GEOG</th>
<th>One of GEOG120, 125, 130</th>
<th>While not strictly required for entry into senior Geography courses, an introduction to the concepts and vocabulary of geography as a discipline is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 222</td>
<td>Introduction to Geomatics</td>
<td>Covers core geographic concepts in geomatics</td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Introduction to Geographic Information Systems</td>
<td>GIS systems are the core of spatial analysis and the key technical link between the computer science algorithms and geographic interpretation</td>
</tr>
<tr>
<td>GEOG 302</td>
<td>Quantitative Methods in Geography</td>
<td>Provides the link between algorithmically measured values and geographic conclusions through spatial statistics</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Remote Sensing</td>
<td>Remote sensing in this context refers to the acquisition and interpretation of aerial or satellite imagery</td>
</tr>
</tbody>
</table>

Students are provided with a list of ten further courses in Computer Science, of which they must select four, including one at the 400 level. The courses are grouped into three options: Software Engineering, Analytics, and Users and Visualization. These options are for advising purposes only; students are free to select any four courses according to their interests and goals.

*Table 12: List of optional CMPT courses for the Concentration in Geomatics*

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Software Engineering Option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 214</td>
<td>Programming Principles and Practice</td>
<td>Covers low-level C++ programming and command line scripting and automation. Useful for processing large datasets</td>
</tr>
<tr>
<td>CMPT 353</td>
<td>Full Stack Web Programming</td>
<td>Programming for web based applications. Linking web apps to databases</td>
</tr>
<tr>
<td>CMPT 370</td>
<td>Intermediate Software Engineering</td>
<td>Software engineering principles and tools. Necessary for working on projects involving more than a few coders</td>
</tr>
<tr>
<td><strong>Analytics Option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 317</td>
<td>Introduction to Artificial Intelligence</td>
<td>Fundamentals of AI including data representation, searching and constraint based solutions. Prerequisite for CMPT423 and CMPT489</td>
</tr>
<tr>
<td>CMPT 360</td>
<td>Machines and Algorithms</td>
<td>Fundamentals of algorithms and algorithm design. Useful if designing new spatial analysis algorithms is goal, rather than application of existing ones</td>
</tr>
<tr>
<td>CMPT 423</td>
<td>Machine Learning</td>
<td>Survey course on machine learning methods and algorithms with a focus on application. Necessary for advanced spatial data analytics</td>
</tr>
<tr>
<td>CMPT 489</td>
<td>Deep Learning and Applications</td>
<td>Deep learning employs large neural networks and datasets for difficult AI tasks. Most recent advances in image processing have employed deep learning techniques</td>
</tr>
</tbody>
</table>
Table 13: List of Optional PLAN and GEOG courses for the Concentration in Geomatics

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 350</td>
<td>Transportation Planning and Geography</td>
<td>Application area of geomatics related to civic planning</td>
</tr>
<tr>
<td>PLAN 360</td>
<td>Urban Data Analysis and Visualization</td>
<td>Application of geomatics techniques to urban planning (ECON 211 required)</td>
</tr>
<tr>
<td>PLAN 390</td>
<td>Research and Field Methods in Planning</td>
<td>Techniques for acquiring data for urban planning</td>
</tr>
<tr>
<td>GEOG 420</td>
<td>Cartography and Professional Communication</td>
<td>Advanced maps and mapping. Meshes well with CMPT384 and 484.</td>
</tr>
<tr>
<td>GEOG 423</td>
<td>Advanced Remote Sensing</td>
<td>Advanced topics in satellite image analysis</td>
</tr>
</tbody>
</table>

To complete an Honours degree in the Concentration in Geomatics, students must complete at least one course at the fourth year level from Table 3 or Table 4. Students must complete one of CMPT 407, GEOG 490 or PLAN 490. Students must maintain a CGPA of at least 70 across all major courses and 70 overall.

Concentration in Interactive System Design

The basis for the Concentration in Interactive System Design is the existing, successful interdisciplinary program in Arts and Science, currently offered as a B.A.&Sc. This concentration will train students with the computer science, design and psychology skills necessary to build effective, aesthetically pleasing, functional, front ends for apps, websites and games. The current program already trains students to work in technology, advertising and digital design, and students find placements at firms in the city and around the world. Because of its current stable and successful instantiation, only minor changes to the ISD area have been proposed as it becomes part of the Applied Computing program.

The ISD concentration will adopt the Applied Computing first and second year core programming, to facilitate movement between Applied Computing disciplines. In particular, this introduces the new Mathematics and Ethics requirements (MATH 163/164, PHIL 232) and adds CMPT 260. The second
change is the addition of a digital design course to the curriculum, as an option for completing the ART component of the degree.

Table 14: Required CMPT, ARTH and PSY courses for the Concentration in ISD

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 120</td>
<td>Art and Visual Culture I</td>
<td>Fundamentals of Art History introducing key concepts, and early art periods, Prerequisite for ARTH 250/251</td>
</tr>
<tr>
<td>ARTH 121</td>
<td>Art and Visual Culture II</td>
<td>Fundamentals of Art History introducing key concepts, and later art periods, Prerequisite for ARTH 250/251</td>
</tr>
<tr>
<td>ART 1XX</td>
<td>Basic proficiency in Art. Any introductory studio class is a prerequisite for senior studio classes</td>
<td></td>
</tr>
<tr>
<td>PSY 120</td>
<td>Biological and Cognitive Bases of Psychology</td>
<td>Fundamentals of individual psychology.</td>
</tr>
<tr>
<td>PSY 121</td>
<td>Social Clinical Cultural and Developmental Behaviour</td>
<td>Fundamentals of social and clinical psychology</td>
</tr>
<tr>
<td>CMPT 370</td>
<td>Intermediate Software Engineering</td>
<td>Software engineering principles and tools. Necessary for working on projects involving teams</td>
</tr>
<tr>
<td>CMPT 381</td>
<td>Implementation of Graphical User Interfaces</td>
<td>Core technical skills to build interactive systems</td>
</tr>
<tr>
<td>CMPT 481</td>
<td>Human Computer Interaction</td>
<td>How to measure and model users' interactions with computer systems.</td>
</tr>
</tbody>
</table>

Students must either take a game design or information visualization specialization.

Table 15: Optional CMPT courses for the Concentration in ISD

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Game Design Option</td>
<td></td>
</tr>
<tr>
<td>CMPT 306</td>
<td>Game Mechanics</td>
<td>Game development principles and algorithms.</td>
</tr>
<tr>
<td>CMPT 406</td>
<td>Game Design Workshop</td>
<td>Game design in teams.</td>
</tr>
<tr>
<td></td>
<td>Information Visualization Option</td>
<td></td>
</tr>
<tr>
<td>CMPT 384</td>
<td>Information Visualization</td>
<td>Principles of information visualization.</td>
</tr>
<tr>
<td>CMPT 484</td>
<td>Graph Drawing and Network Visualization</td>
<td>Advanced visualization techniques for visualizing large amounts of data</td>
</tr>
</tbody>
</table>

Students must take one third year elective from the following list. Students can take the third year course from the options above as their third year elective. That is, students opting for the game option could take CMPT 384 as their third year course, and students taking the Information Visualization Option could take CMPT 306.
## Table 16: Optional Third Year CMPT courses for the Concentration in ISD

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 306</td>
<td>Game Mechanics</td>
<td>Game development principles and algorithms.</td>
</tr>
<tr>
<td>CMPT 318</td>
<td>Data Analytics</td>
<td>Useful for students who want to incorporate web or user analytics into systems</td>
</tr>
<tr>
<td>CMPT 353</td>
<td>Full Stack Web Programming</td>
<td>Useful for students who wish to specialize in web development.</td>
</tr>
<tr>
<td>CMPT 360</td>
<td>Machines and Algorithms</td>
<td>Necessary prerequisite for students wishing to take the CMPT384/484 option.</td>
</tr>
<tr>
<td>CMPT 371</td>
<td>Software Management</td>
<td>Software engineering practice with a focus on team dynamics and project tracking</td>
</tr>
<tr>
<td>CMPT 384</td>
<td>Information Visualization</td>
<td>Principles of information visualization.</td>
</tr>
</tbody>
</table>

Students may choose further study in a number of Art and Art History related subjects, in part to facilitate student interest, and in part to accommodate larger student cohorts.

## Table 17: Optional ART/design and ARTH courses for the Concentration in ISD

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art History Options (Choose one)</td>
<td></td>
</tr>
<tr>
<td>ARTH 250</td>
<td>Introduction to Visual Culture</td>
<td>Interaction between visual art forms and culture</td>
</tr>
<tr>
<td>ARTH 251</td>
<td>Art of the Internet</td>
<td>Investigates how the Internet has changed and shaped art forms</td>
</tr>
<tr>
<td></td>
<td>Art Options (Choose two)</td>
<td></td>
</tr>
<tr>
<td>ART 231</td>
<td>Animation and Digital Space</td>
<td>Principles of digital animation</td>
</tr>
<tr>
<td>ART 235</td>
<td>Digital Imagery</td>
<td>Use of computer systems to create or enhance images</td>
</tr>
<tr>
<td>ART 236</td>
<td>Digital and Integrated Practice IIA</td>
<td>Creation of works of art using digital technologies</td>
</tr>
<tr>
<td>ART 237</td>
<td>Digital and Integrated Practice IIB</td>
<td>Creation of works of art using digital technologies</td>
</tr>
<tr>
<td>ART 331</td>
<td>Animation and Digital Space II</td>
<td>Advanced animation</td>
</tr>
<tr>
<td>INTS 111</td>
<td>Design and Society</td>
<td>Fundamental knowledge of design</td>
</tr>
</tbody>
</table>

In addition to computer science and art courses which teach students how to build interactive media that are functional and aesthetically pleasing, students take psychology courses to understand how people perceive and interact with information. The courses in the psychology portion of the proposed ISD program remain unchanged from the current program. Students must choose three courses from the list below.
Table 18: Optional PSY courses for the Concentration in ISD

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 213</td>
<td>Child Development</td>
<td>Useful is students wish to work on educational or developmental software</td>
</tr>
<tr>
<td>PSY 214</td>
<td>Adolescent Development</td>
<td>Useful is students wish to work on educational or developmental software</td>
</tr>
<tr>
<td>PSY 216</td>
<td>Psychology of Aging</td>
<td>Useful for students targeting apps at the elderly</td>
</tr>
<tr>
<td>PSY 226</td>
<td>Social Psychology</td>
<td>Useful for understanding how people perceive social media, advertising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or groupware apps</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Perceptual Processes</td>
<td>Useful for understanding how people perceive interfaces, particularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>information visualization or productivity interfaces</td>
</tr>
<tr>
<td>PSY 253</td>
<td>Introduction to Cognitive</td>
<td>Useful for understanding how people perceive interfaces, particularly</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>information visualization or productivity interfaces</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Human Memory</td>
<td>Useful for building interfaces in general, and for information visualization</td>
</tr>
<tr>
<td>PSY 256</td>
<td>Psychology of Language</td>
<td>Useful for understanding how people perceive the written and spoken word,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fundamental to a number of interactive systems</td>
</tr>
</tbody>
</table>

To complete an Honours degree in the ISD concentration, students must complete CMPT 407 and one of CMPT 406 or CMPT 484. CMPT 407 may be taken in place of or in addition to CMPT 406 or CMPT 484. Students must maintain a CGPA of at least 70 across all major courses and 70 overall.

Professional Internship Option

Students in the Applied Computing program will be eligible to participate in the existing Professional Internship Option offered by the department of Computer Science, which was previously available to students in the Bioinformatics and Interactive Systems Design programs. These students will be required to meet the same entry requirements as Computer Science students, as noted in the Catalogue.

Demand and Enrolment

Predicting demand for new programs is problematic, as student program intentions exist in an intersection of economic conditions, university marketing, and cultural zeitgeist, all of which are volatile on the timescale of degree approval. However, potentially actionable insight may be inferred from existing programs, industrial demand, and similar offerings at comparator institutions. Bioinformatics and Interactive System Designs are existing interdisciplinary degree programs within the College of Arts and Science and are meeting established needs. Geomatics meets a need for students to support the research and industrial development around remote monitoring, particularly for water and food security, and was discussed as a potential strategic area at the 2019 College of Arts and Science retreat. The Business concentration meets a clear need as articulated by our industrial stakeholders. Data analytics is a rapidly growing industry touching not just the IT sector, but traditional economic sectors like mining and agriculture, and is offered in some form at most of our comparator institutions. We are already training interdisciplinary students at the graduate level and struggling to adapt their needs to existing degree programs. All elements of this program are inherently needs-driven.

Computer Science has seen a dramatic year on year increase in enrollments, echoed by Bioinformatics and Interactive System Design. This increase in enrolments is happening worldwide, and is driven by a societal perception, largely born out in practice, that jobs in the twenty-first century will involve the
application of information technology to many fields. The last four years of enrolment data for Bioinformatics, Computer Science, and Interactive System Design are shown in Table 1. These numbers are underestimates of the totals for the programs, as approximately half the students in Arts and Science do not declare a major for a significant portion of their degree. However, in this case the trend is more important than the absolute numbers.

Student demand for the last five years for Computer Science, Bioinformatics and Interactive Systems Design.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioinformatics</td>
<td>9</td>
<td>13</td>
<td>16</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Computer Science</td>
<td>533</td>
<td>638</td>
<td>734</td>
<td>806</td>
<td>862</td>
</tr>
<tr>
<td>Interactive Systems Design</td>
<td>61</td>
<td>66</td>
<td>68</td>
<td>70</td>
<td>72</td>
</tr>
</tbody>
</table>

Dalhousie is the comparator institution with the closest program. Their Bachelor of Applied Computer Science program has a similar intent and scope, but slightly different specializations. When they introduced their Bachelor of Applied Computer Science, their existing interdisciplinary degree programs accounted for 10% of their total enrollments, approximately the same in our department. After adding the BACS degree four years ago, their enrollments in the core Computer Science programming grew at the same rate as ours, but their BACS enrollments grew faster, reaching 20% of total enrollments and 250 students. Given the comparable sizes, and programs, we hope to experience the same growth as Dalhousie.

Explicit projections for the three new concentrations – Geomatics, Data Analytics, and Business – have not been performed. As these programs are based to a large extent on industry pull rather than student or academic push, we anticipate that they will be as popular as the ISD program once students recognize their post-graduation potential.

Strategic Alignment

The proposed program is intrinsically aligned with the University and College strategic priority for interdisciplinarity. While this program is aligned with strategic goals, it did not arise from their calls to action. This program does align with elements of the Computer Science strategic plan, articulated at the June 2017 departmental retreat, which called for a greater impact of computer science as a department and discipline across campus to reflect its growing importance to society.

Interdisciplinarity: The undergraduate proposal clearly addresses the interdisciplinary component of the university and college plans. By creating interdisciplinary programs within the context of existing course offerings and degree frameworks, we can move the interdisciplinary vision of the university and college forward with limited risk. This program provides clear ownership of degrees (the Department of Computer Science within the College of Arts and Science), clear paths to graduation through concentration-specific curation of synergistic courses, and limited cost growth through the leveraging of existing course offerings. This program makes high-demand interdisciplinary degrees possible and provides graduates with appropriately named degrees by curating existing courses and expertise in interesting and useful ways.

Each program was either reviewed (ISD, Bioinformatics), or created (Geomatics, Data Analytics, Business) by a joint committee consisting of the Computer Science Undergraduate Committee, and ad-hoc committee members proposed by the collaborating departments (Math and Stats, Geography, Art and Art History, Biology, and Edwards). These programs are not only interdisciplinary but were created by interdisciplinary teams. As the primary collaborators were involved in crafting the programs, the consultation with them is explicit. The Department Head of Computer Science also met with
representatives from Plant Science, Geology, Public Health, and Economics to discuss the potential for inclusion, and the impact of the program.

**Internationalization:** This program does not explicitly address internationalization; however, there are aspects of it within the programs. The student body of the graduate program in Computer Science is predominantly international. We expect this trend to continue in the graduate level Applied Computing program. At the undergraduate level, Computer Science has a disproportionate number of international students compared to other units, particularly from East Asia and South Asia.

**Indigenization:** Indigenization within this program, and Computer Science in general, will focus on access and impact. The Data Analytics and Geomatics concentrations would be of potential interest to indigenous students as they speak directly to data sovereignty, which is a core component of many issues facing indigenous communities including land claims, environmental assessments and water rights. Training indigenous students in these disciplines would allow them to perform their own analysis of data collected on their traditional territories, enabling more fulsome participation in conversations about land use and impact.

Indigenization is a college-level priority in Arts and Science, and we intend to leverage existing College programs. STEM education in remote communities and on reserve is a concern, limiting Indigenous students’ access to careers in Information Technology. This problem is common across rural Saskatchewan, and the Department of Computer Science has already created a course – CMPT 140: Creative Computing – to act as a bridge for students entering our program with limited Computer Science background. Indigenous students will have the option of entering the undergraduate degree through the Arts and Science Indigenous Student Achievement Pathways program. We will work with the College to include CMPT140: Creative Computing in this program, and will allocate a specific tutorial section for ISAP students within that program.

**Relationships to Other Programs**

Programs in Bioinformatics and Interactive System Design are already offered by the College of Arts and Science. These programs will be deleted and brought into Applied Computing. There are no similar programs on campus for the Geomatics, Data Analytics and Business concentrations; however, the non-Computer Science portion of these concentrations closely mirrors the minor in Geographic Information Systems, and the Certificate in Business. Enrollments may shift subtly, but it is difficult to accurately predict. The most likely short-term outcome is an increase in CS headcount, but a decrease in relative CS 3CUEs, as we will attract and retain additional students, but those students will take fewer Computer Science classes than their peers in the existing BSc in Computer Science.

The undergraduate program described here is innovative within Arts and Science and the University of Saskatchewan, in that it embeds interdisciplinary programming within disciplinary oversight. We are willing to develop this kind of programming, so that other units can follow suit. Computer Science remains open to similar programming from other departments incorporating computer science as a cognate topic. For example, a major in Commerce, with Computer Science as a cognate area, could be useful for someone wishing to work in IT Marketing; similarly, a major in Plant Science with Computer Science and Geography as cognate areas could provide an agriculturist with some geomatics training.

**Impact on Students**

Overall, we anticipate the impact on students to be largely positive. We hope to increase the number, diversity, and academic breadth of students in Computer Science. By widening the scope of our offerings through collaborating with other departments we aim to provide more options to more students. Because these options have been curated, we expect students in Applied Computing should have access to similar employment outcomes as their peers doing the traditional BSc in Computer Science. Increased enrolment implies larger classes, which could negatively impact student experience. However, most Computer
Science classes are already characterized by large sections, so the incremental impact will not be significant. The increased enrolment will require additional lab and tutorial sections, as noted in resources, potentially benefitting some students by opening additional time slots for tutorials.

Applied Computing could be more complex to navigate, particularly for students transferring in from other institutions. Closely working with collaborating departments to establish transfer credits will be necessary. While the structure of Applied Computing facilitates movement between concentrations or into or out of the BSc in Computer Science for the first two years of the program, transfer becomes more difficult starting in third year. This will have to be clearly communicated to students in advising literature and sessions.

**Impact on the Department**

As with student impact, we anticipate the increase in diversity to be a positive impact on the department. There is extraordinarily little additional curriculum introduced as part of this program, given its scope. Only one new course, Data Analytics, will be introduced. The Bioinformatics courses are evolving from the existing program leading to no additional courses required. Named courses in degrees have precedence during assignment of duties, and care should be taken to ensure that the number of courses does not constrain the ability of the department to offer programming with its existing complement. Applied Computing adds four new courses to the list of courses which must be offered beyond the existing lists for the BSc in Computer Science, BSc in Bioinformatics, B.A.&Sc in Interactive System Design, and the Honours BSc in Software Engineering. These courses are CMPT 318 (Data Analytics, Bioinformatics, Geomatics), CMPT 384 (Data Analytics, Geomatics, Interactive System Design), CMPT 423 (Data Analytics), CMPT 487 (Geomatics). As these courses have traditionally been offered every term, and each have at least two faculty members who can teach them, we do not believe that the four additional courses will unduly constrain departmental resources.

The limited impact on the department assumes that incremental tuition revenues brought in by students will be used to hire incremental tutorial leaders, markers, and sessional lecturers to accommodate the growth.

**Governance**

As a degree in Applied Computing, the BSc, BSc Honours, MSc and PhD are administered by the Department of Computer Science, under the oversight of the College of Arts and Science or College of Graduate and Postdoctoral Studies. All routine administrative functions associated with the navigation of students through these degrees will be initially the domain of the Department of Computer Science. However, these degree programs are also inherently interdisciplinary. Some decisions, for example course equivalencies or course substitutions, cannot be made by Computer Science faculty or staff for all required courses in the program. Where possible, Computer Science faculty and staff will make decisions based on precedent (for example in allowing one of the many established equivalencies to STAT 245). When no precedent exists, Computer Science staff or faculty will contact the Head (or designate) of the relevant department to establish precedent. Cognate departments are required to nominate a contact (by default the Department Head) to handle equivalency determination and other student issues. As most departments already have a faculty member dedicated to this role (such as an Undergraduate Chair) this should not be burdensome. All curriculum level amendments are subject to College review and will necessarily involve the Heads or delegates of departments in the impacted concentrations.

**Resource Requirements**

One of the elegant properties of this proposal is the way it leverages existing resources in new ways to create cohesive and impactful programs. There is only one totally new course proposed in this program: Data Analytics. The Dean has expressed that this topic is a priority for the college, and Computer Science likely would have offered a course regardless. Bioinformatics will technically offer one new undergraduate
course (BINF151), but one undergraduate course (BINF 210) in the BINF program will be removed to make way. Although BINF 300 has been recently offered as a reading course as teaching overload, by modifying BINF 300 into CMPT 451 and making it cross-listed as a graduate class, a faculty member can teach CMPT 451 as their normal graduate course. We will create a new Honours thesis course for Applied Computing, but it will be offered in conjunction with our current Honours thesis course and will only have separate numbering to accommodate different evaluation criteria for interdisciplinary projects. No new courses (aside from the cross-listed course) are required at the graduate level. Four fiscal scenarios using the format recommended by Integrated Planning and Assessment (IPA) spreadsheet format are available upon request from the program coordinator.

Named courses in degrees have precedence during assignment of duties, and care should be taken to ensure that the number of courses does not constrain the ability of the department to offer programming with its existing complement. Applied Computing adds four new courses to the list of courses which must be offered beyond the existing lists for the BSc in Computer Science, BSc in Bioinformatics, B.A.&Sc in Interactive System Design, and the Honours BSc in Software Engineering. These courses are CMPT 318 (Data Analytics, Bioinformatics, Geomatics), CMPT 384 (Data Analytics, Geomatics, Interactive System Design), CMPT 423 (Data Analytics), CMPT 487 (Geomatics). While the bioinformatics courses are new, they replace existing courses and therefore do not change the total count. As these courses have traditionally been offered every term, and each have at least two faculty members who can teach them, we do not believe that the four additional courses will unduly constrain departmental resources.

We have received commitments from all involved departments that spaces in required classes outside of Computer Science are available for students in this program. Computer Science did a strategic review of undergraduate programming two years ago and streamlined the BSc degree to allow double sectioning of upper year courses. This streamlining, combined with additional resources provided by the Dean and Provost, have provided us with a window of opportunity to entertain new programs. If the Computer Science growth rate continues as it has over the last decade, or potentially even accelerates following the Dalhousie example, Computer Science would be projected to run out of capacity again in 3-8 years. Growth may also create issues in other popular courses and program such as first year Biology, core Commerce courses, and senior Planning courses. Similar to Computer Science, we anticipate sufficient initial capacity in these disciplines, which will have to be re-evaluated as numbers increase. When enrolments reach saturation, the Provost and affected Deans will have to make a strategic decision to invest in additional growth or to cap enrollments.

Computer Science manages its own IT assets and has its own IT support. As such the impact on institutional ICT should be low for most of the offerings. There could be some impact on centrally administered products such as ArcGIS in the Geomatics concentration. This proposal does assume that the College continues to support Computer Science’s computer renewal plans at the current level, and the university continues to support the renewal of licenses for software assets used in the Business and Geomatics concentrations. Computer Science has used innovative approaches to leverage its existing infrastructure to accommodate its expansion and will continue to do so. As classes continue to grow, Computer Science will continue to have to compete for the larger classrooms on campus. If this program increases the growth rate, as in the Dalhousie example, then this competition will become acute earlier. The competition for larger classroom spaces continues to be an issue across campus and is not unique to this program. Computer Science has recently completed an extensive set of renovations and a space reallocation exercise to accommodate its large thesis-based graduate program. As the graduate program is not expected to impact enrolments, it is not expected to create additional demands on the space.

**Risks**

The undergraduate program was driven by demand from industry and other units on campus. Expectations for growth in the program are predicated on industry demand for graduates creating desirable employment opportunities, and by extension driving student uptake. It is a risk that the anticipated demand might fail to materialize or might disappear due to external economic drivers. However, given that the anticipated start date is September 2022, the first full undergraduate cohort from this program would not be expected until May 2027. People with the ability to accurately predict economic
conditions seven years in the future tend to be employed in more lucrative professions than academia. This risk will have to be actively measured and managed as the program rolls out.

Although we have received assurances from all impacted Dean’s offices that spaces will be made available for this program, those assurances are not necessarily binding, and could be withdrawn at some point in the future. This risk exists for all interdisciplinary undergraduate programs, and will have to be actively managed by senior academic leadership if the University’s goal of interdisciplinarity is to be achieved.

The fiscal risk associated with the project is limited. If the program proves too popular, this could put strain on some courses, in particular the cognate courses in Edwards, and second and third year Computer Science courses which are required in the BSc in Computer Science. Given growth projections, we would not expect this to be an issue until 2025 at the earliest. This could be managed through either additional investment in faculty positions, justified by the enrollments, through expanded use of sessional lecturers, or through capping enrollments in the program. Strain on first and second year Computer Science classes that all Computer Science and Applied Computing concentrations share could be managed by adding additional sections of those classes taught by sessional lecturers, at a substantially lower cost than the additional revenues driving the multiple sections. In a related vein, this program has the potential benefit of directing more students into Geography and senior Math and Statistics classes, which do have capacity. Four fiscal scenarios using the format recommended by Integrated Planning and Assessment (IPA) spreadsheet format are presented below.

The fiscal risk associated with support is also limited. Course scheduling will be somewhat more complex, as cross departmental class schedule coordination will be required. For students entering a concentration in first year, and progressing through the recommended course progression, this should be solvable and maintainable. For students transferring into a concentration from another concentration or degree, who might be taking some courses outside the proscribed sequence, this will be more complex, and may require additional administrative support and software assistance. However, this risk is not unique to this program and will have to be adequately addressed, regardless, if the university is serious about its interdisciplinary vision.

There is some risk in not offering this program at this time. Most of our Canadian comparator institutions have a form of Data Analytics programming. Failing to implement our own puts us at a competitive disadvantage. We are already engaged in substantial collaborative and interdisciplinary research at the graduate level. Failing to create the graduate level Applied Computing degrees will place an unnecessary impediment on the functioning and growth of the department’s research effort.

**Budget Scenarios**

A spreadsheet with the details of these scenarios was submitted with this document.

Understanding the potential financial impact of the introduction of new programs is important. While as noted in the risk assessment in the main document, we expect the incremental impact to be limited, some quantitative analysis of potential revenues and expenses is warranted. Using the Integrated Planning and Assessment template, we have projected four enrollment scenarios over a five-year time horizon. Numbers assume that students are taking a full 15 credit load per term. Total tuition to the university is calculated. No incremental graduate students are assumed. We assume attrition is zero, which is bold, but adding another parameter would expand the search space substantially. These numbers are meant to demonstrate potential trends and should not be taken as definitive projections.

The enrolment model anticipates an initial bump in enrollments above historic norms, followed by geometric growth at a specific rate. In the weak assumption, only an average of one incremental student is recruited during the initial bump. In subsequent models an initial burst of an average of 10 incremental students per concentration is posited. This incremental baseline is held constant across the first four years of the program (10 incremental students continue to second year, joined by 10 new incremental students in first year). In the fifth year, the incremental bump from the first year is deducted from the enrolment, as they have been assumed to have graduated. Three growth rates are modeled: 1% (lower
than College averages), 10% (higher than college averages, and comparable to Computer Science) and
20% (higher than Computer Science, but consistent with Dalhousie’s Applied Computing). Two teaching
assistants (one TA and one marker) are added for every 30 incremental students. Two to four sessional
lecturers are added in year three onward in all but the weak growth scenario.

Substantial profits to the university are posited in all but the weak growth scenario. In the weak growth
scenario, a profit to the university is realized, but is too small to be significant. In the worst case, we
introduce novel interdisciplinary programming with only modest returns. In the strong and very strong
growth scenarios, substantial increased revenues are realized. In both those cases, Computer Science,
and departments associated with concentrations contributing to the growth would have strong cases for
incremental faculty positions to support the success of the programming. In the moderate case, Computer
Science, and the departments associated with concentration contributing to the growth would have a
strong case for maintaining current faculty complements.
Program(s) to be deleted: Bioinformatics - Bachelor of Science Honours and Four-year

Effective date of termination: May 2022

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

The Department of Computer Science is proposing a new program called Applied Computing, with a variety of named concentrations, in order to offer interdisciplinary programming with a common foundation. The existing Bioinformatics program will be deleted, and a new named concentration of the Applied Computing program in Bioinformatics will be created. We are taking the opportunity to revise the dedicated bioinformatics courses in order to revitalize the program.

2. Technical information.

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

The dedicated course offerings in the bioinformatics program are BINF 200, BINF 210, BINF 300, BINF 400, which are each offered once each year.

BINF 200 and BINF 210 are each taught by one instructor in Computer Science. BINF 300 has been offered as a reading course, and has been taught as teaching overload for a number of years. BINF 400 is the Honours project course, and is taught as an administrative duty.

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

BINF 200 has labs that use the standard computer science computer labs maintained by the tech staff of the Department of Computer Science. BINF 210 uses the standard Arts & Science computer labs.

2.3 Courses to be deleted, if any.

BINF 210, BINF 400

2.4 Number of students presently enrolled.

Total: 13 students were enrolled as of the Fall Term Census Headcount.
2.5 Number of students enrolled and graduated over the last five years.

Total number of students enrolled over last 4 years is 41 in the Bioinformatics program.
2015/2016: 6
2016/2017: 9
2017/2018: 13
2018/2019: 17
2019/2020: 16

Total number of graduates over last 5 years is 15 students.
Breakdown:
2016: 1
2017: 2
2018: 3
2019: 6
2020: 4

3. Impact of the termination.

Internal

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

Students currently enrolled in the Bioinformatics program can remain in the existing program. BINF 400, a required course for the Honours program, is being deleted, but students will be able to take the proposed Applied Computing Honours project class (CMPT 407), as a substitution. As the course deletions/revisions do not take effect until May 2022, the department will continue to offer the current courses in 2021-22.

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

There will be no changes to the number of courses taught by faculty from the previous bioinformatics courses to the new ones, for the following reasons:

- BINF 200 is proposed to be relabeled to BINF 351, both of which require one instructor per year.
- BINF 210 is proposed to be eliminated, and replaced by BINF 151, both of which require one instructor per year.
- BINF 300 is proposed to be relabeled to CMPT 451, and it will be cross-listed with a new graduate course, CMPT 841. BINF 300 was offered as a reading course for several years as teaching overload and CMPT 451/CMPT 831 will not be. However, it is standard in the Department of Computer Science for each faculty member in the department to teach exactly one graduate course per year, and CMPT 451/CMPT831 would serve as that graduate course for one member of the Department of Computer Science. The result of this change will be that one of the other graduate courses currently taught will not be taught every year, but will instead be offered in rotation. This allows CMPT 451 to be taught "for free" using the standard graduate teaching assignment, and improves the experience for students taking CMPT 451.
3.3 Will this termination affect other programs, departments or colleges?

No other departments are affected by the deletion of the program.

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

The Department of Biochemistry, Microbiology and Immunology will be directly affected by the deletion of BINF 210. Students in their B.Sc. (BMSC) program currently have a requirement to take either BINF 210 or BINF 200. Communication with the Undergraduate Affairs Committee of the Department of Biochemistry, Microbiology and Immunology indicated that they will replace their requirement with another to require “either BINF 151 or BINF 351”. They were enthusiastic about the new course and revision.

Although BINF 200 is not being deleted and is being revised into BINF 351, the Department of Biology has a C4 Major requirement where they list 21 courses from which 33 CUs must be taken, with BINF 200 being an option. Communication with the head of the Department of Biology indicated that they will likely replace BINF 200 with the equivalent BINF 351 in their list of possible courses to fulfill this requirement.

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

Yes, the Department of Computer Science is developing a stream in Bioinformatics to replace this program.

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

Yes, the Department of Computer Science is developing BINF 151 to replace BINF 210, and BINF 400 will be replaced with CMPT 407 that serves all Applied Computing students.

3.7 Describe any impact on research projects.

There will be no impact on research projects, due to the new stream in Bioinformatics.

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

Due to the deletion of BINF 210, the Arts and Science computer lab will no longer be necessary for the lab component of BINF 210 (the new course BINF 151 created in its place will use the Department of Computer Science's computer labs due to the programming content of the course).

3.9 Describe the budgetary implications of this deletion.

There will be no changes in terms of the courses taught. There will however be a reduction in administrative duties required by faculty involved in the program. BINF 300 will no longer be
taught as overload by a faculty member each year. Furthermore, the BINF 400 Honours project course will no longer require a separate administrative responsibility.

**External**

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

There will be no impact on accreditation or professional bodies. However, we do believe that there is a positive external impact to renaming the program from Bioinformatics to Applied Computing with a Bioinformatics stream. Indeed, students in high school usually do not have any idea about bioinformatics at all, affecting recruitment and students enrolment in the program. The Bioinformatics name faces similar issues after graduation from the program, as it can be deceptive to those in industry hiring graduates of Bioinformatics that they are fully trained in Applied Computing, and graduates could risk being pigeonholed into only biological areas.

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

The Department of Computer Science will offer it as a stream.

**Other**

3.12 Are there any other relevant impacts or considerations?

None.

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

There were discussions with both the Department of Biochemistry, Microbiology and Immunology and the Department of Biology regarding the termination of the program, and the creation of the new similar program with a stream. Communication regarding the course changes has been sent.
Report Form for Program Termination

Program(s) to be deleted: Interactive Systems Design – Bachelor of Arts and Science
Four-year

Effective date of termination: May 2022

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

The Department of Computer Science is proposing a new Applied Computing program. As part of that proposal, Interactive Systems Design will become a named concentration in Applied Computing, rather than a stand-alone major.

2. Technical information.

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

All courses designed for this program will be used in the new Applied Computing program, Interactive System Design stream.

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

These resources used for this program will continue to be used in the proposed Applied Computing program.

2.3 Courses to be deleted, if any.

N/A

2.4 Number of students presently enrolled.

62 students were enrolled at the time of the Fall Term Census Headcount. As many students in Arts & Science do not declare a major in their first and sometimes second years, this number is likely low.

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

Enrolments:

2015/2016: 61
2016/2017: 66
2017/2018: 68
2018/2019: 70
2019/2020: 72
Graduates:
2016: 6
2017: 2
2018: 6
2019: 13
2020: 6

3. Impact of the termination.

Internal

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

This program is being replaced by an almost identical program in Applied Computing. Existing students can complete the BA&Sc in Interactive System Design or switch to the BSc in Applied Computing with a concentration in Interactive System Design.

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

There will be no net impact on teaching assignments.

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

No.

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

N/A

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

No, the program is replaced by the proposed Applied Computing major.

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

N/A

3.7 Describe any impact on research projects.

No impact.

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

N/A
3.9 Describe the budgetary implications of this deletion.

None, all resources used for this program will be used in the Applied Computing major.

**External**

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

Some effort will have to be made with educational and industrial stakeholders to establish that the program is not gone, just rebranded. This effort is already underway as part of the Applied Computing consultation process.

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

N/A

**Other**

3.12 Are there any other relevant impacts or considerations?

N/A

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

N/A
College Statement

From Gordon DesBrisay, Vice Dean Academic

I am pleased to confirm that the College of Arts and Science supports the proposed Major in Applied Computing with named concentrations in Bioinformatics, Business, Data Analytics, Geomatics, and Interactive Systems Design, which will replace, reconfigure, and add to, the existing programs in Bioinformatics and Interactive Systems Design. I am also pleased to note that the Professional Internship Option will be retained and available to students in Applied Computing.

The College of Arts and Science is working to provide innovation program options that meet student need and demand. The new program will allow students to build a solid foundation of computer science, and add to that an applied area of interest. This will enhance their opportunities for future employment in the designated area, and for admission to graduate school as interdisciplinary students.

The Academic Programs Committee (BSc) approved the proposal for the new program in Applied Computing and the proposal to delete Bioinformatics, and the Academic Programs Committee (BA&Sc) approved the proposal to delete Interactive Systems Design, on January 15, 2021. Each of these proposals were approved by the College Faculty Council on February 24, 2021.
Applied Computing – Notice of Intent

Introduction and Program Description

Traditionally, computer science was taught as a single discipline, producing experts in creating software, who then worked with domain experts to craft solutions to particular problems. However, as computer science has become more sophisticated and widespread there is increasing demand within industry for graduates who have knowledge of computer science and a domain area. Traditional industries such as mining and agriculture have joined the ranks of more established technology users in IT, alongside medicine, business and design. There is a need for graduates with knowledge in both computing and domains of application.

Offering interdisciplinary degrees is a reoccurring challenge for universities. Degree stewardship and administration can be hard to assign, classes difficult to schedule, and faculty resourcing uncertain. This has led to interdisciplinary programs languishing. It is even more difficult to offer interdisciplinary programming in the context of an accredited program like Computer Science, where external agencies constrain potential choices and require more depth in the primary subject than might be required for an interdisciplinary practitioner. While students have some freedom to form an ad hoc interdisciplinary study plan by combining an existing majors program with a selection of courses from other field, such ad hoc combinations create challenges for students who must understand not only the content of individual courses, but also how that content meshes with other disciplines.

To address stakeholders’ need for graduates with both computing and domain expertise while operating under the constraints of university structure and governance, we propose a new model for interdisciplinary programming, which we term the skinny major. In a skinny major model, a primary unit composes a core major program requiring the minimum number of disciplinary credit units for that college (in Arts and Science 36), leaving space in standard 120cu degree programs for minor-like ensembles of courses in cognate disciplines. This space is filled with carefully curated combinations of courses, in collaboration with colleagues from cognate disciplines, leading students away from ad hoc interdisciplinary choices. To avoid credential bloat and associated administrative cost, these curated packages of courses can be instantiated as named streams within an overarching degree, for example a Degree in Applied Computing in Bioinformatics, or a Degree in Applied Computing in Geomatics. Because these streams are curated, scheduling conflicts can be encoded and avoided using established software. Similarly, credentialing can happen automatically, as there are clear course packages required to graduate.

Computer Science is willing to take the lead in developing skinny major interdisciplinary programming. This proposal identifies a core program of existing courses from the Computer Science degree programs (with courses from Computer Science, Math and Philosophy) that would form the basis of a skinny major. When combined with carefully chosen courses from other fields, this degree program can form synthesized knowledge directly applicable to stakeholders in the community. By employing a skinny major, we obtain the flexibility to grow programming to meet the needs of local stakeholders with reduced overhead.

Proposed Undergraduate Applied Computing Streams

We propose to terminate two existing programs and replace with streams within the Applied Computing degree. We further propose to instantiate three additional programs in areas of Applied Computing which meet emerging needs and opportunities. Students would receive either four-year Bachelor of Science (BSc) or Bachelor of Science Honours (BSc Hon) credentials.

Bioinformatics (Cognate areas: Biology, Biochemistry) Bioinformatics is an established, but niche, program in the college. Adding this program to Applied Computing would allow for a reimagining of content and broader reach.

Interactive System Design (Cognate areas: Art, Psychology) The ISD program is an established BASc program with solid enrolments, which trains graduates to work on front end computing and interactive system design.

Data Analytics (Cognate areas: Mathematics, Statistics) This program would focus on training general purpose data scientists, without a specific application domain. What they would lose in domain knowledge they would gain in mathematical rigor. This degree would be of interest to those who have a cognate degree already, as well as those interested in analytical mechanics.

Geomatics (Cognate area: Geography) Understanding geographically anchored data is important in areas such as mining, agriculture, and city planning. This program would focus on the programmatic use of GIS and satellite-based systems and data in water management, agriculture, mining and civic planning.
Business (Cognate areas: General Business and Marketing) There is a significant industrial demand for graduates who understand computing, data, and business processes. We anticipate that this will be a popular stream.

Graduate Degrees in Applied Computing
Interdisciplinary graduate work is becoming more common in the Department of Computer Science at the University of Saskatchewan. However, students receiving graduate degrees in Computer Science are expected to be able to teach in accredited Computer Science programs, putting additional strain on students transferring in from other disciplines. A program that would allow students to receive interdisciplinary training with fewer disciplinary constraints would remove this strain. Our current plan for MSc and PhD in Applied Computing follows our current graduate program structure at the MSc and PhD levels, but relaxes entry requirements, allows up to half the committee members to be from outside Computer Science, and permits up to half of the courses to be from outside of Computer Science.

Demand and Enrolment
Predicting demand for new programs is problematic, as student program intentions exist in an intersection of economic conditions, university marketing, and cultural zeitgeist, all of which are volatile on the timescale of degree approval. However, potentially actionable insight may be inferred from existing programs, industrial demand, and similar offerings at comparator institutions. Bioinformatics and Interactive System Designs are existing interdisciplinary degree programs within the College of Arts and Science and are meeting established needs. Geomatics meets a need for students to support the research and industrial development around remote monitoring, particularly for water and food security, and was discussed as a potential strategic area at the 2019 College of Arts and Science retreat. The business stream meets a clear need as articulated by our industrial stakeholders. Data analytics is a rapidly growing industry touching not just the IT sector, but traditional economic sectors like mining and agriculture, and is common in some form at our comparator institutions. We are already training interdisciplinary students at the graduate level and struggling to adapt their needs to existing degree programs. All elements of this program are inherently needs-driven.

Computer Science has seen a dramatic year on year increase in enrollments, echoed by Bioinformatics and Interactive System Design. This increase in enrolments is happening worldwide, and is driven by a societal perception, largely born out in practice, that jobs in the twenty-first century will involve the application of information technology to many fields. The last four years of enrolment data for Bioinformatics, Computer Science, and Interactive System Design are shown in Table 1. These numbers are underestimates of the totals for the programs, as approximately half the students in Arts and Science do not declare a major for a significant portion of their degree. However, in this case the trend is more important than the absolute numbers.

Table 1: Student demand for the last five years for Computer Science, Bioinformatics and Interactive Systems Design.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bioinformatics</strong></td>
<td>9</td>
<td>13</td>
<td>16</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td>533</td>
<td>638</td>
<td>734</td>
<td>806</td>
<td>862</td>
</tr>
<tr>
<td><strong>Interactive Systems Design</strong></td>
<td>61</td>
<td>66</td>
<td>68</td>
<td>70</td>
<td>72</td>
</tr>
</tbody>
</table>

Dalhousie is the comparator institution with the closest program. Their Bachelor of Applied Computer Science program has a similar intent and scope, but slightly different specializations. Dalhousie’s Computer Science program is approximately the same size as ours. When they introduced their Bachelor of Applied Computer Science, their existing interdisciplinary degree programs accounted for 10% of their total enrollments, approximately the same in our department. After adding the BACS degree four years ago, their enrollments in the core Computer Science programming grew at the same rate as ours, but their BACS enrollments grew faster, reaching 20% of total enrollments and 250 students. Given the comparable sizes, and programs, we hope to experience the same growth as Dalhousie.
Explicit projections for the three new streams – Geomatics, Data Analytics, and Business – have not been performed. As these programs are based to a large extent on industry pull rather than student or academic push, we anticipate that they will be as popular as the ISD program once students recognize their post-graduation potential.

**Graduate program**
We currently have the largest research-intensive graduate program at the university. Almost all our graduate students are funded, and the majority through grants held by professors. Our current program is limited by faculty time and financial resources, and we are near capacity now. Adding an MSc and PhD in Applied Computing will not change this fundamental calculus. Our current program is also characterized by substantial interdisciplinary research. For example, our world leading Human Computer Interaction and Software Engineering groups have substantial collaborations across the university (Social Sciences and SENS) and with industry. Our Bioinformatics group collaborate with life scientists in Health, Biology and Agriculture. Image processing and data analytics research is core to P2IRC. Because of the scope of our collaborative activities, we attract a diverse group of graduate students. Instead of changing the number of graduate students in the program, the changes will allow us to more adroitly accommodate students from non-traditional computing backgrounds. We anticipate that the proposed degree will change the disciplinary breadth and diversity of our graduate program, rather than the overall numbers.

**Strategic Alignment**
The proposed program is intrinsically aligned with the University and College strategic priority for interdisciplinarity. While this program is aligned with strategic goals, it did not arise from their calls to action. This program does align with elements of the Computer Science strategic plan, articulated at the June 2017 departmental retreat, which called for a greater impact of computer science as a department and discipline across campus to reflect its growing importance to society.

**Undergraduate Program Interdisciplinarity**
The undergraduate proposal clearly addresses the interdisciplinary component of the university and college plans. By creating interdisciplinary programs within the context of existing course offerings and degree frameworks, we can move the interdisciplinary vision of the university and college forward with limited risk. This program provides clear ownership of degrees (the Department of Computer Science within the College of Arts and Science), clear paths to graduation though stream-specific curation of synergistic courses, and limited cost growth through the leveraging of existing course offerings. This program makes high-demand interdisciplinary degrees possible and provides graduates with appropriately named degrees by curating existing courses and expertise in interesting and useful ways.

Each program was either reviewed (ISD, Bioinformatics), or created (Geomatics, Data Analytics, Business) by a joint committee consisting of the Computer Science Undergraduate Committee, and ad-hoc committee members proposed by the collaborating departments (Math and Stats, Geography, Art and Art History, Biology, and Edwards). These programs are not only interdisciplinary but were created by interdisciplinary teams. As the primary collaborators were involved in crafting the programs, the consultation with them is explicit. The Department Head of Computer Science also met with representatives from Plant Science, Geology, Public Health, and Economics to discuss the potential for inclusion, and the impact of the program.

**Graduate Program Interdisciplinarity**
At the graduate level, the simple relaxation of the requirement that graduates must be able to teach an accredited program in computer science removes many of the issues facing interdisciplinary graduate students. The further relaxation of course requirements (up to half outside Computer Science), and committee membership (the committee may be composed of the supervisor, a Computer Science faculty member and a faculty member from outside the department) removes barriers to effective interdisciplinary program creation. Unlike the undergraduate degrees, which have a number of self-directed streams with proscribed programming, research intensive graduate degrees are curated at the individual student level by the supervisory committee. This curation is already part of most research-intensive degrees, although typically within a discipline. In many ways the program is catching up with the reality of the research we are doing, particularly in collaboration with industry (SOAR CREATE), the social sciences (SWaGUR CREATE), agriculture and biosciences (P2IRC) and water security (GIWS), to name just the major collaborative grants. Many smaller, but still significant, collaborations exist between faculty in the department and industry, branches of government, health authorities and other departments on campus. The breadth of collaboration has attracted graduate students with more diverse backgrounds to our department. Because this program would be unique nationally – other Applied Computing programs are not research based – we have an excellent opportunity to attract strong interdisciplinary students from across Canada and around the world.

**Internationalization**
This program does not explicitly address internationalization; however, there are aspects within the programs. The student body of the graduate program in Computer Science is predominantly international. We expect this trend to continue in the graduate level Applied Computing program. At the undergraduate level, Computer Science has a disproportionate number of international students compared to other units, particularly from East Asia and South Asia.

**Indigenization**

Indigenization within this program, and Computer Science in general will focus on access and impact. The Data Analytics and Geomatics streams would be of potential interest to indigenous students as they speak directly to data sovereignty, which is a core component of many issues facing indigenous communities including land claims, environmental assessments and water rights. Training indigenous students in these disciplines would allow them to perform their own analysis of data collected on their traditional territories, enabling more fulsome participation in conversations about land use and impact.

Indigenization is a college-level priority in Arts and Science, and we intend to leverage existing College programs. STEM education in remote communities and on reserve is a concern, limiting Indigenous students’ access to careers in Information Technology. This problem is common across rural Saskatchewan, and the Department of Computer Science has already created a course -- CMPT140: Creative Computing – to act as a bridge for students entering our program with limited Computer Science background. CMPT140 is a course designed to introduce coding concepts gradually, as there is limited opportunity for students outside of the major urban centers to take either grade 11 or 12 Computer Science in high school. Indigenous students will have the option of entering the undergraduate degree through the Arts and Science Indigenous Student Achievement Pathways program. We will work with the College to include CMPT140: Creative Computing in this program, and will allocate a specific tutorial section for ISAP students within that program.

**Relationships to Other Programs**

**Undergraduate Program**

Programs in Bioinformatics and Interactive System Design are already offered by the College of Arts and Science. These programs will be deleted and brought into Applied Computing. There are no similar programs on campus for the Geomatics, Data Analytics and Business streams; however, the non-Computer Science portion of these streams closely mirrors the minor in Geographic Information Systems, and the Certificate in Business. Enrollments may shift subtly, but it is difficult to accurately predict. The most likely short-term outcome is an increase in CS headcount, but a decrease in relative CS 3CUEs, as we will attract and retain additional students, but those students will take fewer Computer Science classes than their peers in the existing BSc in Computer Science.

The undergraduate program described here is innovative within Arts and Science and the University of Saskatchewan, in that it embeds interdisciplinary programming within disciplinary oversight. We are willing to develop this kind of programming, so that other units can follow suit. Computer Science remains open to similar programming from other departments incorporating computer science as a cognate topic. For example, a skinny major in Commerce, with Computer Science as a cognate area, could be useful for someone wishing to work in IT Marketing; similarly, a skinny major in Plant Science with Computer Science and Geography as cognate areas could provide an agriculturist with some geomatics training.

**Graduate Program**

The graduate program is most related to the MSc and PhD programs in Computer Science. Introducing the new program will benefit the existing programs by creating separate entry and degree requirements for disciplinary and interdisciplinary students in our programs. This will allow us to maintain our current degree programs and their existing entry requirements for disciplinary students, while offering more appropriate requirements for interdisciplinary students. This will be better for students and take pressure off our departmental graduate committee who must make difficult decisions when admitting students with a non-traditional background, who would undoubtably be able to undertake research in the department.

**Resource Requirements**

One of the elegant properties of this proposal is the way it leverages existing resources in new ways to create cohesive and impactful programs. There is only one totally new course proposed in this program: Data Analytics. The Dean has expressed that this topic is a priority for the college, and Computer Science likely would have offered a course regardless. Bioinformatics will technically offer four new courses, but four courses in the BINF program will be removed to make way. We will create a new honors thesis for Applied Computing, but it will be offered in
conjunction with our current honors thesis and will only have separate numbering to accommodate different evaluation criteria for interdisciplinary projects. No new courses are required at the graduate level.

We have received commitments from all involved departments that spaces in required classes outside of Computer Science are available for students in this program. Computer Science did a strategic review of undergraduate programming two years ago and streamlined the BSc degree to allow double sectioning of upper year courses. This streamlining, combined with additional resources provided by the Dean and Provost, have provided us with a window of opportunity to entertain new programs. If the Computer Science growth rate continues as it has over the last decade, or potentially even accelerates following the Dalhousie example, Computer Science would be projected to run out of capacity again in 3-8 years. Growth may also create issues in other popular courses and program such as first year Biology, core Commerce courses and senior Planning courses. Similar to Computer Science, we anticipate sufficient initial capacity in these disciplines, which will have to be re-evaluated as numbers increase. When enrolments reach saturation, the Provost and affected Deans will have to make a strategic decision to invest in additional growth or to cap enrollments.

Computer Science manages its own IT assets and has its own IT support. As such the impact on institutional ICT should be low for most of the offerings. There could be some impact on centrally administered products such as ArcGIS in the Geomatics stream. This proposal does assume that the College continues to support Computer Science’s computer renewal plans at the current level, and the university continues to support the renewal of licenses for software assets used in the Business and Geomatics streams. Computer Science has used innovative approaches to leverage its existing infrastructure to accommodate its expansion and will continue to do so. As classes continue to grow, Computer Science will continue to have to compete for the larger classrooms on campus. If this program increases the growth rate, as in the Dalhousie example, then this competition will become acute earlier. The competition for larger classroom spaces continues to be an issue across campus and is not unique to this program. Computer Science has recently completed an extensive set of renovations and a space reallocation exercise to accommodate its large thesis-based graduate program. As the graduate program is not expected to impact enrolments, it is not expected to create additional demands on the space.

**Risks**

At the graduate level there are limited institutional risks, as the graduate program is largely based on our existing programming, streamlined for collaboration and interdisciplinarity. Some care will have to be taken with communications, particularly for PhD graduates seeking academic appointments. Future employers will have to understand the interdisciplinary nature of the degrees. Participants’ breadth will likely extend beyond computer science, making graduates more specialized within computer science than their colleagues with a graduate degree in Computer Science. This specialization within computer science, and breadth outside will need to be accurately rendered in communications with other institutions and employers. Our experience with communications around the Bioinformatics and ISD programs gives us confidence we will be able to successfully manage communications regarding Applied Computing.

The undergraduate program was driven by demand from industry and other units on campus. Expectations for growth in the program are predicated on industry demand for graduates creating desirable employment opportunities, and by extension driving student uptake. It is a risk that the anticipated demand might fail to materialize or might disappear due to external economic drivers. However, given that the anticipated start date is September 2022, the first full undergraduate cohort from this program would not be expected until May 2027. People with the ability to accurately predict economic conditions seven years in the future tend to be employed in more lucrative professions than academia. This risk will have to be actively measured and managed as the program rolls out.

Although we have received assurances from all involved Dean’s offices that spaces will be made available for this program, those assurances are not necessarily binding, and could be withdrawn at some point in the future. This risk exists for all interdisciplinary undergraduate programs, and will have to be actively managed by senior academic leadership if the University’s goal of interdisciplinarity is to be achieved.

The fiscal risk associated with the project is limited. If the program proves too popular, this could put strain on some courses, in particular the cognate courses in Edwards, and second and third year Computer Science courses which are required in the BSc in Computer Science. Given growth projections, we would not expect this to be an issue until 2025 at the earliest. This could be managed through either additional investment in faculty positions, justified by the enrollments, through expanded use of sessional lecturers, or through capping enrollments in the program.

Strain on first and second year Computer Science classes that all Computer Science and Applied Computing streams share could be managed by adding additional sections of those classes taught by sessional lecturers, at a
substantially lower cost than the additional revenues driving the multiple sections. In a related vein, this program has
the potential benefit of directing more students into Geography and senior Math and Statistics classes, which do
have capacity.
The fiscal risk associated with support is also limited. Course scheduling will be somewhat more complex, as cross
departmental class schedule coordination will be required. For students entering a stream in first year, and
progressing through the recommended course progression, this should be solvable and maintainable. For students
transferring into a stream from another stream or degree, who might be taking some courses outside the proscribed
sequence, this will be more complex, and may require additional administrative support and software assistance.
However, this risk is not unique to this program and will have to be adequately addressed, regardless, if the
university is serious about its interdisciplinary vision.
There is some risk in not offering this program at this time. Most of our Canadian comparator institutions have a
form of Data Analytics programming. Failing to implement our own puts us at a competitive disadvantage. We are
already engaged in substantial collaborative and interdisciplinary research at the graduate level. Failing to create the
graduate level Applied Computing degrees will place an unnecessary impediment on the functioning and growth of
the department’s research effort.

Timing
This program is anticipated to start September, 2022. This is the earliest feasible start date given the many levels of
approval that this program needs to navigate. The current timeline provides for PPC/IPC approval in November,
submission to the Arts and Science APC in December, submission to University APC in February, and final
approval at University Council in the Spring. Although it is feasible to approve the program for March, assuming the
smooth passage through all stage gates, this will miss the cut off for inclusion in the University Calendar, forcing a
start date of September 2022. This will provide ample time for Student Information Services and other support
organizations a year to prepare for the launch. It will similarly allow sufficient time to advertise the new program to
existing and entering students.
MEMORANDUM

TO: Kevin Stanley, Head, Department of Computer Science  
    Gordon DesBrisay, Associate Dean, College of Arts & Science  
    Alexis Dahl, Director, Academic Programs, College of Arts & Science
FROM: Darrell Mousseau, Chair, Planning and Priorities Committee of Council
DATE: November 23, 2020
RE: Feedback on the Program Proposals in Applied Computing

On behalf of the Planning and Priorities Committee (PPC) of Council, thank you for attending the meeting of November 18, 2020 to discuss the proposed programming in Applied Computing in the College of Arts & Science.

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,

Darrell Mousseau  
Chair, Planning and Priorities Committee  
University of Saskatchewan  
tel: (306) 966-8824

BE WHAT THE WORLD NEEDS

c. 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
Good morning Kevin and Alexis,

I am writing in support of the program proposal in Applied Computing, especially the Geomatics stream within this program. Kevin has insured that the department of Geography and Planning was consulted on several occasions over the past year about the proposed curricula. These consultations involved direct engagement with Geography and Planning faculty who will instruct the courses in the Geomatics stream (Scott Bell, Krystopher Chutko, Ehab Diab, Xulin Guo). There is enrolment capacity in all of the geography and planning courses identified in the Geomatics stream and we look forward to working with Computing Science students in our course offerings. I recommend approval of this innovative program.

Sincerely,

Alec Aitken
Professor and Head
Geography and Planning
Bioinformatics

From: McQuillan, Ian <mcquillan@cs.usask.ca>
Sent: Wednesday, January 6, 2021 2:37 PM
To: challenge.coordinator@artsandscience.usask.ca
Subject: Fwd: Bioinformatics courses and program

To whom it may concern,

This email is to accompany the proposal to create a new course BINF 151 (and the deletion of BINF 210) for the January 2021 Challenge period. The email indicates that the Department of Biochemistry, Microbiology and Immunology will change their undergraduate program requirement from requiring "either BINF 210 or BINF 200" to "either BINF 151 or BINF 351".

Sincerely,
Ian

-------------------------------
Ian McQuillan
Professor of Computer Science
mcquillan@cs.usask.ca
ianmcquillan.com
Department of Computer Science
The University of Saskatchewan
Saskatoon, Canada

Begin forwarded message:

From: "Anderson, Kyle" <kyle.anderson@usask.ca>
Subject: RE: Bioinformatics courses and program
Date: December 18, 2020 at 10:38:45 AM CST
To: "McQuillan, Ian" <mcquillan@cs.usask.ca>
Cc: "Bull, Harold" <hjb133@mail.usask.ca>

Hi Ian,
Thanks for taking the time to meet with Harold and I a few weeks ago to discuss the proposed changes to the bioinformatics courses offered through computer science and answer our questions. I shared the details of the proposal at the December BMI departmental meeting and we are in support of the changes that are proposed. Having BINF 151 and 351 clearly differentiated (compared to the old 200/210) will give clarity to our students taking these courses, and better demonstrate a course-sequence for them to follow if they wish to extend their understanding of bioinformatics. When the time comes, we will be updating our programs to reflect this welcome change.

Thanks again for making these improvements that will benefit our students.

Kyle Anderson, Ph.D.
Assistant Professor and Undergraduate Chair of Biochemistry
Department of Biochemistry, Microbiology and Immunology
College of Medicine
University of Saskatchewan
Rm 3D30.1 Health Sciences
January 5, 2020

Kevin Stanley
Department Head
Department of Computer Science
College of Arts and Science

Dear Kevin,

I am writing in support of the Department of Computer Science’s proposal for an Applied Computing program, and for the Bioinformatics stream in particular.

I appreciate the consultation that occurred with Biology in drafting the proposal and in your Department’s willingness to consider and incorporate suggestions received. In my opinion, the proposed course changes, and changes to the program as a whole, will benefit students. I see this as providing increased flexibility for individuals not initially considering Bioinformatics as their area of focus to access this program and complete it in a timely manner. Likewise, I expect it will increase access to some of these courses for students in cognate disciplines like Biology or the Biomedical Sciences.

Thank you for the opportunity to provide feedback.

Sincerely,

Christopher Todd
Head, Department of Biology
Letter to Support Applied Computing Proposal

Dear Committee Members:

This letter is to inform you that, as the Department Head for Management and Marketing at the Edwards School of Business, I was consulted by Kevin Stanley on the Applied Computing Proposal. This consultation included having multiple opportunities to provide feedback and ideas in the construction of the degree. Associate Dean Noreen Mahoney from the Edwards School of Business was also consulted in this process.

After conducting analysis, our College concluded that there are spaces available in the classes listed from the Edwards School of Business in the proposal. We also anticipate that students can reasonably be expected to complete the program. In short, we see no issues with allowing computer science students into these courses.

I would also like you to know that I support the intent of the program which is to address the needs of employers for computer science students to have and be able to integrate both data analytics and applied computing skills. The skinny major model from which this degree was derived will allow students to take a minimum number of disciplinary credit units in computer science along with courses in other disciplines that can help round out their skills and abilities. Overall, the combination of courses included in this degree will synthesize knowledge for students in a way that will be valuable throughout their careers.

Thank you,

Vince Bruni-Bossio  
Department Head and Associate Professor,  
Management and Marketing, Edwards School of Business
Dear Alexis,

I am writing to let you know that my Department has been consulted with regards to creation of the new program titled Applied Computer Science: Data Analytics. We have discussed the proposal with a group of faculty in Math & Stats, in particular with the Undergraduate Committee co-chairs, Prof. Juxin Liu and Dr. Christopher Duffy. I am happy to say that we support the initiative and view it as valuable all-around.

Since the program incorporates only existing mathematics and statistics courses the pressure on our resources is not going to shift significantly. A sensitive point is the need to provide a sufficient number of seats in Math 164. However, this is a challenge that we hope to be able to meet. Therefore I see no obstacles to launching the program.

We welcome further discussion on the College forum as to the structure of credit sharing between CS and Math & Stats. One possibility is to ensure that the bulk of program graduates obtain a companion three-year degree in Mathematics or Applied Mathematics. Another is through creation of appropriate certificates. My department will address these questions and undertake appropriate steps in near future.

Please do let me know if you have any questions or advice.

Sincerely yours,
Artur

___________________________________
Artur Sowa, Ph.D.
Professor & Department Head
Department of Mathematics and Statistics
University of Saskatchewan

106 Wiggins Road, Saskatoon, SK S7N 5E6, CANADA
Home page: https://math.usask.ca/~sowa/
May 11, 2020

To whom it may concern,

This letter is to confirm that faculty in the Department of Art and Art History have been consulted and are supportive of the Applied Computing programs being proposed. In particular, both I and Prof. Lisa Birke are happy to see that the revised Interactive System Design stream still contains significant course requirements from both Studio Art and Art History, as we feel that was one of the strengths of the original Interactive Systems Design program.

I can be reached at jon.bath@usask.ca or (306)966-4213 if you have any questions.

Sincerely,

[Signature]

Dr. Jon Bath
Associate Professor
Art and Art History
Catalogue Entry

The goal of this program is to train students in core areas of Computer Science enhanced by curated specializations in Computer Science and relevant cognate areas. Computers are ubiquitous in life, society and the economy, and their application to new domains and tasks is continually growing. To help drive the application to new domains and maintain systems in those domains, knowledge of both computer science and the domain is required. This program is divided into a number of concentrations which provide curated course packages in computer science and other disciplines which complement each other and when synthesized coherent expertise.

Students who complete the program will be in demand in several industry sectors. The combined training in computer science and the diverse disciplines in the various concentrations will train students to work in sectors as diverse as mining and video games, agriculture and banking.

Please see the descriptions of each concentration for more details.

Major Average

The major average in Applied Computing Science programs includes the grades earned in:

- All courses listed in the Major Requirement C4

Residency Requirements in the Major

To receive a degree in Applied Computing, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan:

- Minimum requirements in Major Requirement C4.

See Residency for additional details.

Applied Computing - Bioinformatics

There has been an exponential growth in molecular biological knowledge in recent years, thanks to genome sequencing projects and technologies for determining gene expression and protein structures. The tremendous volume and complexity of data has necessitated the development of specialized computational techniques for storing, visualizing, and analyzing them. Certain techniques also require computational techniques in the derivation of data. Such techniques all fall into the realm of Bioinformatics. Bioinformatics is the interdisciplinary meeting point for computer science and molecular biology. It requires understanding of the knowledge domains of biology, chemistry, computer science, mathematics, and probability and statistics. Students in Bioinformatics can find opportunities in most life sciences fields such as medicine or agriculture.

<table>
<thead>
<tr>
<th>Bachelor of Science Four-year (B.Sc. Four-year) – Applied Computing – Bioinformatics</th>
<th>Bachelor of Science Honours (B.Sc. Honours) – Bioinformatics</th>
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<td>No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.</td>
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their second year. Of the 120 credit units required for the B.Sc. Honours degree, at least 66 credit units must be at the senior level. Application for admission to Honours is not considered until successful completion of at least 60 credit units with a Cumulative Weighted Average of at least 70% overall and at least 70% in the subject of Honours. For further details, please see the Academic Information and Policies section.

No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.

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<tr>
<th>Requirement</th>
<th>Course Requirements</th>
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<td>C1 College Requirement (15 credit units)</td>
<td><strong>English Language Writing</strong>&lt;br&gt;Choose 6 credit units from the following:&lt;br&gt;• <em>Full list</em></td>
<td><strong>Indigenous Learning</strong>&lt;br&gt;Choose 3 credit units from the following:&lt;br&gt;• <em>Full list</em></td>
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<td>C2 Breadth Requirement (6 credit units)</td>
<td>Choose 6 credit units from the following areas:&lt;br&gt;• Fine Arts&lt;br&gt;• Humanities&lt;br&gt;• Social Sciences&lt;br&gt;• Courses with No Program Type</td>
<td><strong>Quantitative Reasoning</strong>&lt;br&gt;• MATH 163.3 Introduction to Mathematical Reasoning&lt;br&gt;• MATH 164.3 Introduction to Linear Algebra</td>
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<td>C3 Cognate Requirement (6 credit units)</td>
<td>(6 credit units)</td>
<td>• CHEM 112.3&lt;br&gt;• PHIL 232.3 Ethics and Professional Responsibility in Computer Science</td>
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<tr>
<td>C4 Major Requirement (81 credit units)</td>
<td>(81 credit units)</td>
<td>• BINF 151.3 Computing in Biology&lt;br&gt;• BINF 351.3 Introduction to Bioinformatics&lt;br&gt;• BINF 451.3 Algorithms and Modeling in Bioinformatics&lt;br&gt;• BIOL 120.3 The Nature of Life&lt;br&gt;• BIOL 121.3 The Diversity of Life&lt;br&gt;• BMSC 200.3 Biomolecules&lt;br&gt;• CHEM 250.3 Introduction to Organic Chemistry&lt;br&gt;• CMPT 141.3 Introduction to Computer Science&lt;br&gt;• CMPT 145.3 Principles of Computer</td>
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<tr>
<td>C4 Major Requirement (83 credit units)</td>
<td>(83 credit units)</td>
<td>• BINF 151.3 Computing in Biology&lt;br&gt;• BINF 351.3 Introduction to Bioinformatics&lt;br&gt;• BINF 451.3 Algorithms and Modeling in Bioinformatics&lt;br&gt;• BIOL 120.3 The Nature of Life&lt;br&gt;• BIOL 121.3 The Diversity of Life&lt;br&gt;• BMSC 200.3 Biomolecules&lt;br&gt;• CHEM 250.3 Introduction to Organic Chemistry&lt;br&gt;• CMPT 141.3 Introduction to Computer Science&lt;br&gt;• CMPT 145.3 Principles of Computer</td>
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<tr>
<td>• <strong>CMPT 318.3</strong> Data Analytics</td>
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<tr>
<td>• <strong>CMPT 353.3</strong> Full Stack Web Programming</td>
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<tr>
<td>• <strong>CMPT 360.3</strong> Introduction to Artificial Intelligence</td>
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Choose **3 credit units** from the following:

- **BMSC 240.3** Laboratory Techniques
- **BIOL 226.3** Genes to Genomics

Choose **3 credit units** from the following:

- **BMIS 340.3** Introductory Molecular Biology
- **BIOL 316.3** Molecular Genetics of Eukaryotes

Choose **3 credit units** from the following:

- **STAT 245.3** Introduction to Statistical Methods
- **STAT 246.3** Introduction to Biostatistics

Choose **6 credit units** from the following, from any of the areas listed:

Simulation:

- **CMPT 214.3** Programming Principles and Practice
- **CMPT 394.3** Simulation Principles

Artificial Intelligence:

- **CMPT 317.3** Introduction to Artificial Intelligence
- **CMPT 423.3** Machine Learning

Theory:

- **CMPT 364.3** Automata and Formal
<table>
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<tr>
<th>Languages</th>
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<tr>
<td>CMPT 463.3 Advanced Algorithms</td>
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**Visualization:**
- CMPT 384.3 Information Visualization
- CMPT 484.3 Graph Drawing and Network Visualization

Choose **21 credit units** from the following:
- ACB 331.3 Methods in Cell and Developmental Biology
- ANBI 470.3 Applied Animal Biotechnology
- ANSC 313.3 Animal Breeding and Genetics
- BIOC 405.3 Structure and Function of Biomolecules
- BIOC 436.3 Advanced Molecular Biology
- BIOL 222.3 The Living Plant
- BIOL 325.3 Plant Cells and Tissues
- BIOL 420.3 Molecular Biology of Plants
- BIOL 421.3 Functional Genomics
- BMSC 210.3 Microbiology
- BMSC 220.3 Cell Biology
- BMSC 230.3 Metabolism
- BMSC 320.3 Nucleic Acids from Central Dogma to Human Disease
- CHEM 255.3 Bio Organic Chemistry
- MCIM 417.3 Molecular Virology
- MCIM 487.3 Microbial Genetic Systems
- PLSC 317.3 Plant Metabolism
- PLSC 411.3 Plant Breeding
- PLSC 416.3 Applied Plant Biotechnology

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<th>Theory:</th>
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| CMPT 364.3 Automata and Formal Languages
| CMPT 463.3 Advanced Algorithms |

**Visualization:**
- CMPT 384.3 Information Visualization
- CMPT 484.3 Graph Drawing and Network Visualization

Choose **21 credit units** from the following, with at least 3 credit units at the 400-level:
- ACB 331.3 Methods in Cell and Developmental Biology
- ANBI 470.3 Applied Animal Biotechnology
- ANSC 313.3 Animal Breeding and Genetics
- BIOC 405.3 Structure and Function of Biomolecules
- BIOC 436.3 Advanced Molecular Biology
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- MCIM 417.3 Molecular Virology
- MCIM 487.3 Microbial Genetic Systems
- PLSC 317.3 Plant Metabolism
- PLSC 411.3 Plant Breeding
- PLSC 416.3 Applied Plant Biotechnology

**C5 Electives Requirement**
(12 credit units)
Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

(9 credit units)
Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.
Applied Computing - Business

The goal of this program is to train students computer programming and business practices. The information technology sector continues to be one of the fastest growing in the world, and needs not only skilled computer programmers, but businesspeople who understand both coding and business practice. Leading software project teams, managing relationships with clients, and making strategic decisions about product development are all best undertaken by experts who understand both the potential and limitations of software and the imperatives and processes of business practice. This program combines courses Computer Science and Commerce to provide knowledge and skills in several critical areas: fundamentals of computer programming and practice, the fundamentals of business practice, marketing, and software development principles.

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<td>Junior course requirements:</td>
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<td>Choose 9 credit units from the following:</td>
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<tr>
<td>Biology</td>
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<td>BIOL 120.3</td>
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<td>Subject</td>
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<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Earth Science</td>
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<td>Physics &amp; Astronomy</td>
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**Senior course requirements:**
- PHIL 232.3 Ethics and Professional Responsibility in Computer Science

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<th>C4 Major Requirement</th>
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<td></td>
<td>COMM 204.3 Introduction to Marketing</td>
<td>COMM 204.3 Introduction to Marketing</td>
</tr>
<tr>
<td></td>
<td>COMM 306.3 Ethics and Decision Making</td>
<td>COMM 306.3 Ethics and Decision Making</td>
</tr>
<tr>
<td></td>
<td>STAT 245.3 Introduction to Statistical Methods</td>
<td>STAT 245.3 Introduction to Statistical Methods</td>
</tr>
</tbody>
</table>

Choose **15 credit units** from the following, from any of the three areas:

Software Engineering:
- CMPT 214.3 Programming Principles and Practice

Choose **15 credit units** from the following, from any of the three areas, including at least 3 credit units at the 400-level:

Software Engineering:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 340.3</td>
<td>Programming Language Paradigms</td>
</tr>
<tr>
<td>CMPT 353.3</td>
<td>Full Stack Web Programming</td>
</tr>
<tr>
<td>CMPT 436.3</td>
<td>Mobile and Cloud Computing</td>
</tr>
<tr>
<td>CMPT 470.3</td>
<td>Advanced Software Engineering</td>
</tr>
</tbody>
</table>

Analytics:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 317.3</td>
<td>Introduction to Artificial Intelligence</td>
</tr>
<tr>
<td>CMPT 318.3</td>
<td>Data Analytics</td>
</tr>
<tr>
<td>CMPT 384.3</td>
<td>Information Visualization</td>
</tr>
<tr>
<td>CMPT 423.3</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>CMPT 489.3</td>
<td>Deep Learning and Applications</td>
</tr>
</tbody>
</table>

User and Web:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 281.3</td>
<td>Website Design and Development</td>
</tr>
<tr>
<td>CMPT 353.3</td>
<td>Full Stack Web Programming</td>
</tr>
<tr>
<td>CMPT 381.3</td>
<td>Implementation of Graphical User Interfaces</td>
</tr>
<tr>
<td>CMPT 412.3</td>
<td>Social Computing and Participative Web</td>
</tr>
<tr>
<td>CMPT 481.3</td>
<td>Human Computer Interaction</td>
</tr>
</tbody>
</table>

Choose **9 credit units** from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 203.3</td>
<td>Introduction to Finance</td>
</tr>
<tr>
<td>COMM 205.3</td>
<td>Introduction to Operations Management</td>
</tr>
<tr>
<td>COMM 348.3</td>
<td>Leadership</td>
</tr>
<tr>
<td>COMM 349.3</td>
<td>Introduction to Entrepreneurship</td>
</tr>
<tr>
<td>COMM 352.3</td>
<td>Marketing Strategy</td>
</tr>
<tr>
<td>COMM 354.3</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>COMM 357.3</td>
<td>Marketing Research</td>
</tr>
</tbody>
</table>

(21 credit units)

C5 Electives Requirement:

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

(18 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.
The goal of this program is to train students in the mathematical theory, and computational tools and techniques of data analysis. Data is now a core business commodity used to analyze everything from stock market performance, to the voting intentions of particular groups, to the conservation status of protected species. Underlying these complex analyses are mathematical and computational tools that allow the manipulation of large amounts of data to extract meaning. This program combines courses Computer Science and Mathematics and Statistics to provide knowledge and skills in several critical areas: fundamentals of computer programming and practice, the fundamentals of data analytics, mathematical fundamentals for modelling, statistical measurement and reasoning, and machine learning.

Data analytics is a dynamic discipline that impacts all sectors of the economy. Graduates could work for technology companies developing and deploying the latest analytic techniques or in more traditional industries providing insight from data in mining, agriculture, or business.

<table>
<thead>
<tr>
<th>Bachelor of Science Four-year (B.Sc. Four-year) – Applied Computing – Data Analytics</th>
<th>Bachelor of Science Honours (B.Sc. Honours) – Data Analytics</th>
</tr>
</thead>
<tbody>
<tr>
<td>No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.</td>
<td>Students interested in entering an Honours program should consult advisors in the department concerned before registering for their second year. Of the 120 credit units required for the B.Sc. Honours degree, at least 66 credit units must be at the senior level. Application for admission to Honours is not considered until successful completion of at least 60 credit units with a Cumulative Weighted Average of at least 70% overall and at least 70% in the subject of Honours. For further details, please see the Academic Information and Policies section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C1 College Requirement (15 credit units)</th>
<th>English Language Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 6 credit units from the following:</td>
<td>Full list</td>
</tr>
<tr>
<td>• Indigenous Learning</td>
<td></td>
</tr>
<tr>
<td>Choose 3 credit units from the following:</td>
<td>Full list</td>
</tr>
<tr>
<td>• Quantitative Reasoning</td>
<td></td>
</tr>
<tr>
<td>• MATH 163.3 Introduction to Mathematical Reasoning</td>
<td></td>
</tr>
<tr>
<td>• MATH 164.3 Introduction to Linear Algebra</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2 Breadth Requirement (6 credit units)</th>
<th>Choose 6 credit units from the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Courses with No Program Type</td>
<td></td>
</tr>
</tbody>
</table>
### C3 Cognate Requirement (12 credit units)

**Junior course requirements:**
Choose 9 credit units from the following:

- **Biology**
  - BIOL 120.3
  - BIOL 121.3

- **Chemistry**
  - CHEM 112.3
  - CHEM 115.3
  - CHEM 250.3

- **Earth Science**
  - GEOG 120.3
  - GEOL 121.3
  - GEOL 122.3

- **Physics & Astronomy**
  - ASTR 113.3
  - PHYS 115.3
  - PHYS 117.3 or PHYS 125.3

**Senior course requirements:**
- PHIL 232.3 Ethics and Professional Responsibility in Computer Science

### C4 Major Requirement (72 credit units)

- **CMPT 141.3** Introduction to Computer Science
- **CMPT 145.3** Principles of Computer Science
- **CMPT 260.3** Mathematical Logic and Computing
- **CMPT 270.3** Developing Object Oriented Systems
- **CMPT 280.3** Intermediate Data Structures and Algorithms
- **CMPT 317.3** Introduction to Artificial Intelligence
- **CMPT 318.3** Data Analytics
- **CMPT 384.3** Information Visualization
- **CMPT 423.3** Machine Learning
- **MATH 211.3** Linear Algebra II
- **STAT 241.3** Probability Theory

Choose 3 credit units from the following:
- **MATH 110.3** Calculus I
- **MATH 176.3** Advanced Calculus I

Choose 3 credit units from the following:
- **MATH 116.3** Calculus II
- **MATH 177.3** Advanced Calculus II

### (75 - 78 credit units)

- **CMPT 141.3** Introduction to Computer Science
- **CMPT 145.3** Principles of Computer Science
- **CMPT 260.3** Mathematical Logic and Computing
- **CMPT 270.3** Developing Object Oriented Systems
- **CMPT 280.3** Intermediate Data Structures and Algorithms
- **CMPT 317.3** Introduction to Artificial Intelligence
- **CMPT 318.3** Data Analytics
- **CMPT 360.3** Machines and Algorithms
- **CMPT 384.3** Information Visualization
- **CMPT 423.3** Machine Learning
- **MATH 211.3** Numerical Analysis
- **MATH 266.3** Linear Algebra II
- **STAT 241.3** Probability Theory
- **STAT 344.3** Applied Regression Analysis
- **STAT 345.3** Design and Analysis of Experiments
- **STAT 346.3** Multivariate Analysis

Choose 3 credit units from the following:
- **MATH 110.3** Calculus I
- **MATH 176.3** Advanced Calculus I
Choose 3 credit units from the following:

- STAT 242.3 Statistical Theory and Methodology
- STAT 245.3 Introduction to Statistical Methods

Choose 12 credit units from the following:

- CMPT 214.3 Programming Principles and Practice
- CMPT 353.3 Full Stack Web Programming
- CMPT 360.3 Machines and Algorithms
- CMPT 370.3 Intermediate Software Engineering
- CMPT 394.3 Simulation Principles
- CMPT 484.3 Graph Drawing and Network Visualization
- CMPT 489.3 Deep Learning and Applications

Choose 6 credit units from the following:

- MATH 238.3 Introduction to Differential Equations
- MATH 313.3 Numerical Linear Algebra
- MATH 314.3 Numerical Solutions of Ordinary Differential Equations
- MATH 325.3 Introduction to Optimization
- MATH 327.3 Graph Theory

Choose 6 credit units from the following:

- STAT 344.3 Applied Regression Analysis
- STAT 345.3 Design and Analysis of Experiments
- STAT 346.3 Multivariate Analysis

Choose 3 credit units from the following:

- MATH 238.3 Introduction to Differential Equations
- MATH 313.3 Numerical Linear Algebra
- MATH 314.3 Numerical Solutions of Ordinary Differential Equations
- MATH 325.3 Introduction to Optimization

Choose 3 credit units from the following:

- MATH 116.3 Calculus II
- MATH 177.3 Advanced Calculus II

Choose 3 credit units from the following:

- STAT 242.3 Statistical Theory and Methodology
- STAT 245.3 Introduction to Statistical Methods

Choose one of the following (0 – 3 credit units):

- CMPT 409
- MATH 402.0 Honours Thesis in Mathematics

Choose 12 credit units from the following, with at least one course at the 400-level:

- CMPT 214.3 Programming Principles and Practice
- CMPT 353.3 Full Stack Web Programming
- CMPT 370.3 Intermediate Software Engineering
- CMPT 394.3 Simulation Principles
- CMPT 484.3 Graph Drawing and Network Visualization
- CMPT 489.3 Deep Learning and Applications

Choose 6 credit units from the following:

- MATH 238.3 Introduction to Differential Equations
- MATH 313.3 Numerical Linear Algebra
- MATH 314.3 Numerical Solutions of Ordinary Differential Equations
- MATH 325.3 Introduction to Optimization
- MATH 327.3 Graph Theory
<table>
<thead>
<tr>
<th>C5 Electives Requirement</th>
<th>(15 credit units)</th>
<th>(9 - 12 credit units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.</td>
<td>Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.</td>
<td></td>
</tr>
</tbody>
</table>

**Applied Computing - Geomatics**

The goal of this program is to train students in the theory, tools, and techniques of spatial data analysis. Satellite, drone, and GPS data have revolutionized how we capture, analyze, and interpret spatially anchored data, such as the distribution and health of crops or the weekly shopping habits of individuals. This program combines courses Computer Science and Geography and Planning to provide knowledge and skills in several critical areas: fundamentals of computer programming and practice, the acquisition and analysis of spatial data using Geographic Information Systems, the interpretation of spatial data given existing theory, the fundamentals of data analytics, and the fundamentals of image processing.

Geomatic analysis is an emerging area in business intelligence, agriculture, mining, and civic planning. Graduates from this program will be in demand in those sectors.

**Bachelor of Science Four-year (B.Sc. Four-year) – Applied Computing - Geomatics**

No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.

**Bachelor of Science Honours (B.Sc. Honours) – Applied Computing**

Students interested in entering an Honours program should consult advisors in the department concerned before registering for their second year. Of the 120 credit units required for the B.Sc. Honours degree, at least 66 credit units must be at the senior level. Application for admission to Honours is not considered until successful completion of at least 60 credit units with a Cumulative Weighted Average of at least 70% overall and at least 70% in the subject of Honours. For further details, please see the Academic Information and Policies section.

No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.

<table>
<thead>
<tr>
<th>C1 College Requirement</th>
<th>Bachelor of Science Four-year (B.Sc. Four-year) – Applied Computing - Geomatics</th>
<th>Bachelor of Science Honours (B.Sc. Honours) – Applied Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Writing</td>
<td>Choose 6 credit units from the following:</td>
<td>Choose 3 credit units from the following:</td>
</tr>
<tr>
<td></td>
<td>• Full list</td>
<td>• Full list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indigenous Learning</th>
<th>College Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 3 credit units from the following:</td>
<td>Choose 6 credit units from the following:</td>
</tr>
<tr>
<td>• Full list</td>
<td>• Full list</td>
</tr>
<tr>
<td>(15 credit units)</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>• MATH 163.3 Introduction to Mathematical Reasoning</td>
</tr>
<tr>
<td></td>
<td>• MATH 164.3 Introduction to Linear Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2 Breadth Requirement (6 credit units)</th>
<th>Choose 6 credit units from the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Courses with No Program Type</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C3 Cognate Requirement (12 credit units)</th>
<th>(12 credit units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior course requirements:</td>
<td>Choose 9 credit units from the following:</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>• BIOL 120.3</td>
</tr>
<tr>
<td></td>
<td>• BIOL 121.3</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>• CHEM 112.3</td>
</tr>
<tr>
<td></td>
<td>• CHEM 115.3</td>
</tr>
<tr>
<td></td>
<td>• CHEM 250.3</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>• GEOG 120.3</td>
</tr>
<tr>
<td></td>
<td>• GEOL 121.3</td>
</tr>
<tr>
<td></td>
<td>• GEOL 122.3</td>
</tr>
<tr>
<td></td>
<td>Physics &amp; Astronomy</td>
</tr>
<tr>
<td></td>
<td>• ASTR 113.3</td>
</tr>
<tr>
<td></td>
<td>• PHYS 115.3</td>
</tr>
<tr>
<td></td>
<td>• PHYS 117.3 or PHYS 125.3</td>
</tr>
</tbody>
</table>

| Senior course requirements:             |
|                                        | • PHIL 232.3 Ethics and Professional Responsibility in Computer Science |

<table>
<thead>
<tr>
<th>C4 Major Requirement (60 credit units)</th>
<th>(63 credit units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CMPT 141.3 Introduction to Computer Science</td>
</tr>
<tr>
<td></td>
<td>CMPT 145.3 Principles of Computer Science</td>
</tr>
<tr>
<td></td>
<td>CMPT 260.3 Mathematical Logic and Computing</td>
</tr>
<tr>
<td></td>
<td>CMPT 270.3 Developing Object Oriented Systems</td>
</tr>
<tr>
<td></td>
<td>CMPT 280.3 Intermediate Data Structures and Algorithms</td>
</tr>
<tr>
<td></td>
<td>CMPT 318.3 Data Analytics</td>
</tr>
<tr>
<td></td>
<td>CMPT 384.3 Information Visualization</td>
</tr>
<tr>
<td></td>
<td>CMPT 487.3 Image Processing and</td>
</tr>
<tr>
<td></td>
<td>CMPT 141.3 Introduction to Computer Science</td>
</tr>
<tr>
<td></td>
<td>CMPT 145.3 Principles of Computer Science</td>
</tr>
<tr>
<td></td>
<td>CMPT 260.3 Mathematical Logic and Computing</td>
</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>CMPT 384.3 Information Visualization</td>
</tr>
<tr>
<td></td>
<td>CMPT 487.3 Image Processing and</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>GEOG 222.3</td>
<td>Introduction to Geomatics</td>
</tr>
<tr>
<td>GEOG 322.3</td>
<td>Introduction to Geographic Information Systems</td>
</tr>
<tr>
<td>GEOG 302.3</td>
<td>Quantitative Methods in Geography</td>
</tr>
<tr>
<td>GEOG 323.3</td>
<td>Remote Sensing</td>
</tr>
<tr>
<td>STAT 245.3</td>
<td>Introduction to Statistical Methods</td>
</tr>
</tbody>
</table>

**Choose 3 credit units** from the following:

- GEOG 120.3 Introduction to Global Information Systems
- GEOG 125.3 Environmental Science and Society
- GEOG 130.3 Environment Health and Planning

**Choose 12 credit units** from the following, from any of the three areas:

**Software Engineering:**

- CMPT 214.3 Programming Principles and Practice
- CMPT 353.3 Full Stack Web Programming
- CMPT 370.3 Intermediate Software Engineering

**Analytics:**

- CMPT 317.3 Introduction to Artificial Intelligence
- CMPT 360.3 Machines and Algorithms
- CMPT 423.3 Machine Learning
- CMPT 489.3 Deep Learning and Applications

**User Interface and Visualization:**

- CMPT 360.3 Introduction to Artificial Intelligence
- CMPT 381.3 Implementation of Graphical User Interfaces
- CMPT 481.3 Human Computer Interaction
- CMPT 484.3 Graph Drawing and Network Visualization

**Choose 6 credit units** from the following, from any of the two areas:

**Software Engineering:**

- CMPT 407.3 Research Topics in Applied Computing
- GEOG 490.3 Honours Thesis in Hydrology or Geomatics
- PLAN 490.3 Senior Planning Studio

**Analytics:**

- CMPT 317.3 Introduction to Artificial Intelligence
- CMPT 360.3 Machines and Algorithms
- CMPT 423.3 Machine Learning
- CMPT 489.3 Deep Learning and Applications

**User Interface and Visualization:**

- CMPT 360.3 Introduction to Artificial Intelligence
- CMPT 381.3 Implementation of Graphical User Interfaces
### Applied Computing - Interactive System Design

The goal of this program is to train students in all aspects of the design and development of interactive systems. Interactive systems are now a ubiquitous part of people's lives - from web applications to games to embedded devices - and the design and usability of these systems is having an increasingly large effect on the quality of people's relationship to technology. This program combines courses in Art and Art History, Psychology, and Computer Science, and these courses will provide knowledge and skills in several critical areas: principles of visual communication; critical approaches to visual systems; fundamentals of human perception, memory, and cognition; and the principles of computation and programming needed to design, build, and evaluate games and interactive systems.

Students who complete the program will be in demand in several industry sectors. The combined training in art, psychology, and computer science prepares students well for jobs in web design, interface development, game design, usability testing, and front-end requirements analysis.

<table>
<thead>
<tr>
<th>C5 Electives Requirement</th>
<th>(27 credit units)</th>
<th>(24 credit units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.</td>
<td>Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.</td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Science Four-year (B.Sc. Four-year) – Applied Computing – Interactive Systems Design

### Bachelor of Science Honours (B.Sc. Honours) – Applied Computing – Interactive Systems Design
No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.

Students interested in entering an Honours program should consult advisors in the department concerned before registering for their second year. Of the 120 credit units required for the B.Sc. Honours degree, at least 66 credit units must be at the senior level. Application for admission to Honours is not considered until successful completion of at least 60 credit units with a Cumulative Weighted Average of at least 70% overall and at least 70% in the subject of Honours. For further details, please see the Academic Information and Policies section.

No more than 6 credit units from one subject may be used in Requirements C1, C2, and the Junior Course Requirements in C3.

<table>
<thead>
<tr>
<th>C1 College Requirement (15 credit units)</th>
<th>English Language Writing</th>
<th>Indigenous Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credit units from the following:</td>
<td>Choose 6 credit units</td>
<td>Choose 3 credit</td>
</tr>
<tr>
<td></td>
<td>from the following:</td>
<td>units from the</td>
</tr>
<tr>
<td></td>
<td>Full list</td>
<td>following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 163.3 Introduction to Mathematical Reasoning</td>
</tr>
<tr>
<td>MATH 164.3 Introduction to Linear Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2 Breadth Requirement (6 credit units)</th>
<th>Choose 6 credit units from the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
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<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Courses with No Program Type</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C3 Cognate Requirement (12 credit units)</th>
<th>Junior course requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(12 credit units)</td>
<td>Choose 9 credit units from the following:</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>BIOL 120.3</td>
</tr>
<tr>
<td></td>
<td>BIOL 121.3</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
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<td></td>
<td>CHEM 112.3</td>
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<td></td>
<td>CHEM 115.3</td>
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<td></td>
<td>CHEM 250.3</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>GEOG 120.3</td>
</tr>
<tr>
<td></td>
<td>GEOL 121.3</td>
</tr>
<tr>
<td></td>
<td>GEOL 122.3</td>
</tr>
<tr>
<td></td>
<td>Physics &amp; Astronomy</td>
</tr>
</tbody>
</table>
### Senior course requirements:
- **PHIL 232.3** Ethics and Professional Responsibility in Computer Science

#### C4 Major Requirement

<table>
<thead>
<tr>
<th>(72 credit units)</th>
<th>(75 credit units)</th>
</tr>
</thead>
</table>
| - **ARTH 120.3** Art and Visual Culture I  
  - **ARTH 121.3** Art and Visual Culture I  
  - **CMPT 141.3** Introduction to Computer Science  
  - **CMPT 145.3** Principles of Computer Science  
  - **CMPT 260.3** Mathematical Logic and Computing  
  - **CMPT 270.3** Developing Object Oriented Systems  
  - **CMPT 280.3** Intermediate Data Structures and Algorithms  
  - **CMPT 281.3** Website Design and Development  
  - **CMPT 370.3** Intermediate Software Engineering  
  - **CMPT 381.3** Implementation of Graphical User Interfaces  
  - **CMPT 481.3** Human Computer Interaction  
  - **PSY 120.3** Biological and Cognitive Bases of Psychology  
  - **PSY 121.3** Social Clinical Cultural and Developmental Behaviour  
  - **STAT 245.3** Introduction to Statistical Methods  |
| Choose **3 credit units** from the following:  |
| - 100-level ART courses numbered 111 or higher  |
| Choose **6 credit units** from the following, from any of the areas:  |
| - **CMPT 306.3** Game Mechanics  
  - **CMPT 406.3** Game Design Workshop  |
| Information Visualization:  |
| - **CMPT 384.3** Information Visualization  
  - **CMPT 484.3** Graph Drawing and Network Visualization  |
| Choose **3 credit units** from the following:  |
| - 100-level ART courses numbered 111 or higher  |
| Choose **6 credit units** from the following, from any of the areas, with at least 3 credit units at the 400-level:  |
| Game Design:  |
| - **CMPT 306.3** Game Mechanics  
  - **CMPT 406.3** Game Design Workshop  |
| Information Visualization:  |
| - **CMPT 384.3** Information Visualization  |
Choose **3 credit units** from the following:

- CMPT 306.3 Game Mechanics
- CMPT 318.3 Data Analytics
- CMPT 353.3 Full Stack Web Programming
- CMPT 360.3 Machines and Algorithms
- CMPT 371.3 Software Management
- CMPT 384.3 Information Visualization

Choose **3 credit units** from the following:

- ARTH 250.3 Introduction to Visual Culture
- ARTH 251.3 Art of the Internet

Choose **6 credit units** from the following:

- INTS 111.3 Design and Society
- ART 231.3 Animation and Digital Space
- ART 235.3 Digital Imagery
- ART 236.3 Digital and Integrated Practice IIA
- ART 237.3 Digital and Integrated Practice IIB
- ART 331.3 Animation and Digital Space II

Choose **9 credit units** from the following:

- PSY 213.3 Child Development
- PSY 214.3 Adolescent Development
- PSY 216.3 Psychology of Aging
- PSY 226.3 Social Psychology
- PSY 252.3 Perceptual Processes
- PSY 253.3 Introduction to Cognitive Psychology
- PSY 255.3 Human Memory
- PSY 256.3 Psychology of Language

<table>
<thead>
<tr>
<th>C5 Electives Requirement</th>
<th>(21 credit units)</th>
<th>(18 credit units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.</td>
<td>CMPT 484.3 Graph Drawing and Network Visualization</td>
<td>Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.</td>
</tr>
</tbody>
</table>
Applied Computing

Professional Internship Option

In the Applied Computing Professional Internship Option, students typically complete 16 consecutive months of supervised work experience with a sponsoring employer in addition to the requirements for an Applied Computing program. Normally, the work placement commences after the student has completed three years of a four-year degree program in Applied Computing. The placement lasts from May 1 of one year to August 31 of the next year. Twelve-month internship placements are also allowed. However, only in exceptional circumstances (e.g. for medical reasons) will a shorter duration work period be permitted. Students should note that an internship is NOT a summer work program.

Benefits to Students: For students who go on internship placements, there are several benefits: (1) acquiring practical training and valuable experience in their prospective career area, adding strength to their résumé, and thus improving their job prospects upon graduation; (2) getting the “inside track” on fulltime employment opportunities with the same company in which the student interned, through established professional contacts; and (3) earning an income to help finance the final year of their university education.

Only a limited number of internship placements will be available in a given year. Eligibility for an internship placement will be decided by the Internship Coordinator in the Department of Computer Science, while hiring decisions for internship students are made by the employers.

Students are required to apply by September 30 for admission to an internship in May of the following year. If selected for an internship placement, students must complete all degree requirements, and the following courses:

- **CMPT 401.0** Professional Internship I
- **CMPT 402.0** Professional Internship II
- **CMPT 403.0** Professional Internship III
- **CMPT 404.0** Professional Internship IV (only for students pursuing a 16-month internship)

A student must successfully complete all requirements of the internship option in order to receive the Professional Internship designation on the University transcript.

Interested students are encouraged to contact the Internship Coordinator in the Department of Computer Science for further details about internship opportunities.

The prerequisite for the internship option is permission of the internship coordinator. Internship typically occurs after the third year of study.
Good morning Kevin and Alexis,

I am writing in support of the program proposal in Applied Computing, especially the Geomatics stream within this program. Kevin has insured that the department of Geography and Planning was consulted on several occasions over the past year about the proposed curricula. These consultations involved direct engagement with Geography and Planning faculty who will instruct the courses in the Geomatics stream (Scott Bell, Krystopher Chutko, Ehab Diab, Xulin Guo). There is enrolment capacity in all of the geography and planning courses identified in the Geomatics stream and we look forward to working with Computing Science students in our course offerings. I recommend approval of this innovative program.

Sincerely,

Alec Aitken
Professor and Head
Geography and Planning
Bioinformatics

From: McQuillan, Ian <mcquillan@cs.usask.ca>
Sent: Wednesday, January 6, 2021 2:37 PM
To: challenge.coordinator@artsandscience.usask.ca
Subject: Fwd: Bioinformatics courses and program

To whom it may concern,

This email is to accompany the proposal to create a new course BINF 151 (and the deletion of BINF 210) for the January 2021 Challenge period. The email indicates that the Department of Biochemistry, Microbiology and Immunology will change their undergraduate program requirement from requiring "either BINF 210 or BINF 200" to "either BINF 151 or BINF 351".

Sincerely,
Ian

-------------------------------
Ian McQuillan
Professor of Computer Science
mcquillan@cs.usask.ca
ianmcquillan.com
Department of Computer Science
The University of Saskatchewan
Saskatoon, Canada

Begin forwarded message:

From: "Anderson, Kyle" <kyle.anderson@usask.ca>
Subject: RE: Bioinformatics courses and program
Date: December 18, 2020 at 10:38:45 AM CST
To: "McQuillan, Ian" <mcquillan@cs.usask.ca>
Cc: "Bull, Harold" <hjb133@mail.usask.ca>

Hi Ian,
Thanks for taking the time to meet with Harold and I a few weeks ago to discuss the proposed changes to the bioinformatics courses offered through computer science and answer our questions. I shared the details of the proposal at the December BMI departmental meeting and we are in support of the changes that are proposed. Having BINF 151 and 351 clearly differentiated (compared to the old 200/210) will give clarity to our students taking these courses, and better demonstrate a course-sequence for them to follow if they wish to extend their understanding of bioinformatics. When the time comes, we will be updating our programs to reflect this welcome change.

Thanks again for making these improvements that will benefit our students.

Kyle Anderson, Ph.D.
Assistant Professor and Undergraduate Chair of Biochemistry
Department of Biochemistry, Microbiology and Immunology
College of Medicine
University of Saskatchewan
Rm 3D30.1 Health Sciences
Data Analytics

From: Sowa, Artur <sowa@math.usask.ca>
Sent: Sunday, January 10, 2021 1:49 PM
To: Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Stanley, Kevin <kgs325@mail.usask.ca>
Subject: Program in Applied CS: Data Analytics

Dear Alexis,

I am writing to let you know that my Department has been consulted with regards to creation of the new program titled Applied Computer Science: Data Analytics. We have discussed the proposal with a group of faculty in Math & Stats, in particular with the Undergraduate Committee co-chairs, Prof. Juxin Liu and Dr. Christopher Duffy. I am happy to say that we support the initiative and view it as valuable all-around.

Since the program incorporates only existing mathematics and statistics courses the pressure on our resources is not going to shift significantly. A sensitive point is the need to provide a sufficient number of seats in Math 164. However, this is a challenge that we hope to be able to meet. Therefore I see no obstacles to launching the program.

We welcome further discussion on the College forum as to the structure of credit sharing between CS and Math & Stats. One possibility is to ensure that the bulk of program graduates obtain a companion three-year degree in Mathematics or Applied Mathematics. Another is through creation of appropriate certificates. My department will address these questions and undertake appropriate steps in near future.

Please do let me know if you have any questions or advice.

Sincerely yours,

Artur

___________________________________
Artur Sowa, Ph.D.
Professor & Department Head
Department of Mathematics and Statistics
University of Saskatchewan

106 Wiggins Road, Saskatoon, SK S7N 5E6, CANADA
Home page: https://math.usask.ca/~sowa/
New Courses

1. Approval by Department Head or Dean
   1.1 College or School with academic authority: Arts and Science
   1.2 Department with academic authority: Computer Science
   1.3 Term from which the course is effective: 202205

2. Information required for the Catalogue
   2.1 Label & Number of course: BINF 151
   2.2 Academic credit units: 3
   2.3 Course Long Title (maximum 100 characters): Computing in the Biological Sciences
       Course Short Title (maximum 30 characters): Computing in Biology
   2.4 Total Hours:
      Lecture 39
      Seminar
      Lab 18
      Tutorial
      Other
   2.5 Weekly Hours:
      Lecture 3
      Seminar
      Lab 1.5
      Tutorial
      Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
   2.7 Prerequisite: One of BIOL 120.3 or BIOL 121.3 or BMSC 200.3

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course offers a gently-paced introduction to concepts in computing such as algorithms, problem solving, and programming, with particular focus on their applications in the life sciences. Basic skills in problem solving, programming, as well as in accessing, storing, and manipulating biological data are developed. The course will consist of two components. First, basic concepts in computing will be explored using introductory programming techniques. Second, select bioinformatics programs and databases currently utilized in the life sciences will be introduced, including resources for sequence similarity search, sequence alignment, and inferring phylogeny. Hands-on exercises will provide students with the opportunity to apply basic computing skills to specific tasks in biology.

2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:
There is an existing course, BINF 210, that teaches some bioinformatics concepts and bioinformatics tools and databases (on the web) primarily targeting to students in the life and health sciences. The vast majority of its enrolments are from the Department of Biochemistry, Microbiology and Immunology who require their students to take it (or another more advanced bioinformatics course). However, the course does not teach any programming. The lack of programming is very limiting in terms of the tools that are available to them as most are available within programming languages, and it is also not helpful in terms of taking further computational or bioinformatics courses, which all require programming. Also, most students take it too late in their program, making it difficult to take any further computational or bioinformatics courses.

The proposed new course, BINF 151, similarly assumes no programming background which is important for students in the biological or health science. But it teaches an introduction to programming in Python (the most common language in bioinformatics) along with some basic bioinformatics analysis mostly within the Python programming language itself. Indeed, this will be significantly more helpful in terms of taking further computational and bioinformatics courses. The programming material overlaps quite a bit with the existing Computer Science course CMPT 140: Introduction to Creative Computing. It can also serve as a prerequisite for the follow-on course to CMPT 140, which is CMPT 141. We expect students to take it earlier in their programs as it is a first year course with less restrictive prerequisites. Taking BIOL 120 in T1 of first year followed by BINF 151 in T2 of first year should be common.

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

   Are the programs of other departments or Colleges affected by this course?
   
   If so, were these departments consulted? (Include correspondence)
   
   Were any other departments asked to review or comment on the proposal?

   Email discussions with the Department Head Dr. Christopher Todd in the Department of Biology indicated that they are keen to list BINF 151 in their C3 Cognate Junior course requirement (within a list of courses from which 18CUs must be taken).

   Communication with Dr. Kyle Anderson and Dr. Harold Bull of the Undergraduate Affairs Committee of the Department of Biochemistry, Microbiology and Immunology indicated that they plan to make “either BINF 151 or BINF 351” a requirement of their program (replacing their existing requirement “either BINF 210 or BINF 200”). Email communication will be provided.

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

   6.1 Courses to be deleted? BINF 210
   
   6.2 Courses for which this course will be a prerequisite? CMPT 141 will list BINF 151 as a possible prerequisite.
   
   6.3 Is this course to be required by your majors, or by majors in another program? Will be required for Applied Computing with a concentration in Bioinformatics.

7. **Course outline**

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

   See syllabus.

8. **Enrolment**
8.1 Expected enrollment: 100
8.2 From which colleges? 80 from Arts & Science; 20 from other colleges.

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

See syllabus.

   9.1 How should this course be graded?
      N – Numeric/Percentage
      *(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

   9.2 Is the course exempt from the final examination? No.

10. **Required text**
    Include a bibliography for the course.

See syllabus.

11. **Resources**
    11.1 Proposed instructor: Lingling Jin, Ian McQuillan
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Teaching and other course expenses will be accommodated within the departmental budget.**
    11.3 Are sufficient library or other research resources available for this course? **Yes**
    11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **The course will require the use of the labs which are already run by the Department of Computer Science.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Yes, TC03**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” [http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees](http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) **No additional fees are required.**

---

**Detailed Course Information**

1. **Schedule Types**
   Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEC</td>
<td>Lecture</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
</tr>
</tbody>
</table>
2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit N/A

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR Fine Arts
HUM Humanities
SCIE Science
SCOS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements: No

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: N/A

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program N/A

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
Prerequisite(s): One of BIOL 120.3 or BIOL 121.3 or BMSC 200.3

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A

3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
Note: Students may receive credit for only one of CMPT 140.3 or BINF 151.3. BINF 151 can be taken for credit after the completion of CMPT 100, but CMPT 100 cannot be taken for credit after completion of BINF 151. Students with credit for CMPT 141, CMPT 105, CMPT 111, CMPT 113, or CMPT 116 cannot obtain credit for BINF 151.

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: CMPT 140.3

6. Additional Notes: N/A
BINF 151: Computing in the Biological Sciences

Class Location: TBD Class
Time: TBD

Ian McQuillan
Office: Spinks S423
email mcquillan@cs.usask.ca

Catalogue Description

This course offers a gently-paced introduction to concepts in computing such as algorithms, problem solving, and programming, with particular focus on their applications in the life sciences. Basic skills in problem solving, programming, as well as in accessing, storing, and manipulating biological data are developed. The course will consist of two components. First, basic concepts in computing will be explored using introductory programming techniques. Second, select bioinformatics programs and databases currently utilized in the life sciences will be introduced, including resources for sequence similarity search, sequence alignment, and inferring phylogeny. Hands-on exercises will provide students with the opportunity to apply basic computing skills to specific tasks in biology.

Prerequisite(s): One of BIOL 120.3 or BIOL 121.3 or BMSC 200.3.

Class Time and Location: 3 hours per week, class time and location TBD.

Lab Time and Location: 1.5 hours per week, lab time and location TBD.

Website: [on Canvas, URL TBD]

Note: Students may receive credit for only one of CMPT 140.3 or BINF 151.3. BINF 151 can be taken for credit after the completion of CMPT 100, but CMPT 100 cannot be taken for credit after completion of BINF 151. Students with credit for CMPT 141, CMPT 105, CMPT 111, CMPT 113, or CMPT 116 cannot obtain credit for BINF 151.

Learning Outcomes

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

- Design and implement simple Python programs from scratch.
- Test and debug simple Python programs.
- Employ conditionals and loops in simple Python programs.
- Employ variables and lists in simple Python programs.
- Define and call Python functions in Python programs.
- Trace through the execution of simple Python programs by hand.
- Implement simple numerical algorithms, such as computing the average of a list of numbers, finding the min, max of a list.
- Demonstrate the effective use of biological databases.
• Manipulate biological sequence information in different file formats using Biopython.
• Perform similarity search, sequence alignments and create phylogenetic trees, while interpreting results and generating conclusions.
• Apply various bioinformatics programs to compare biological sequences.
• Assess the effects of parameters for various bioinformatics programs.
• Justify the interplay between biology, algorithms, and mathematics.

Student Evaluation

Grading Scheme

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (five @ 6% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Labs Exercises or Quizzes (ten @ 1% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final Exam Scheduling

Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: [http://students.usask.ca/academics/exams.php](http://students.usask.ca/academics/exams.php)

Textbook Information

There is no required textbook. However, there will be reading material posted on the course website before each lecture. Lecture notes will be available on the course website after each lecture.

Lecture Schedule

Topics overview and time allocation:

<table>
<thead>
<tr>
<th>Topic Order</th>
<th>Topic</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Algorithms and How to Think Like a Computer</td>
<td>1 hour</td>
</tr>
<tr>
<td>2</td>
<td>Abstraction and Encapsulation</td>
<td>1 hour</td>
</tr>
<tr>
<td>3</td>
<td>Data, expressions, variables</td>
<td>3 hour</td>
</tr>
<tr>
<td></td>
<td>Control Flow: Conditional Branching</td>
<td>2 hour</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Control Flow: Repetition</td>
<td>2 hour</td>
</tr>
<tr>
<td>6</td>
<td>Control Flow: Nesting Constructs and Problem Solving</td>
<td>2 hour</td>
</tr>
<tr>
<td>7</td>
<td>Functions Part 1: Calling and defining functions, parameters</td>
<td>2 hour</td>
</tr>
<tr>
<td>8</td>
<td>Functions Part 2: Return values, nested function calls</td>
<td>3 hour</td>
</tr>
<tr>
<td>9</td>
<td>Lists</td>
<td>3 hour</td>
</tr>
<tr>
<td>10</td>
<td>File I/O</td>
<td>1 hour</td>
</tr>
<tr>
<td>11</td>
<td>Sequence Database (NCBI)</td>
<td>3 hours</td>
</tr>
<tr>
<td>12</td>
<td>Sequence Alignments, BLAST</td>
<td>5 hours</td>
</tr>
<tr>
<td>13</td>
<td>Python Modules (Biopython)</td>
<td>2 hour</td>
</tr>
<tr>
<td>14</td>
<td>Phylogenetic Trees</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>34 hours</strong></td>
</tr>
</tbody>
</table>

**University of Saskatchewan Grading System (for undergraduate courses)**

**Exceptional** (90-100) A superior performance with consistent evidence of
- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Excellent** (80-90) An excellent performance with strong evidence of
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Good** (70-79) A good performance with evidence of
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**Satisfactory** (60-69) A generally satisfactory and intellectually adequate performance with evidence of
• an acceptable basic grasp of the subject material;
• a fair understanding of the relevant issues;
• a general familiarity with the relevant literature and techniques;
• an ability to develop solutions to moderately difficult problems related to the subject material;
• a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

• a familiarity with the subject material;
• some evidence that analytical skills have been developed;
• some understanding of relevant issues;
• some familiarity with the relevant literature and techniques;
• attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Course Overview

• As this is a reading course, the class will meet weekly at a time that is mutually agreeable to everyone.

• Every week, there will be a set of notes distributed for the upcoming week, and an assignment for the next week (on the same topic as the notes). We will discuss any problem areas or questions from the previous week, as well as hand-in the assignment from the previous week.

Policies:

Late Assignments

Extensions on assignments will be granted only by the course instructor. Individual requests for extensions will only be granted for extraordinary circumstances out of the student's control (such as significant illness or death in the family). Suitable documentation may be required to support your request for an extension.

Missed Examinations

http://artsandscience.usask.ca/undergraduate/advising/strategies.php

1. Students who miss an exam should contact the instructor as soon as possible. If it is known in advance that an exam will be missed, the instructor should be contacted before the exam.

2. “A student who is absent from a final examination due to medical, compassionate, or other valid reasons, may apply to the College of Arts and Science Undergraduate Students Office for a deferred exam. Application must be made within three business days of the missed examination and be accompanied by supporting documents.”

Incomplete Course Work and Final Grades

“When a student has not completed the required course work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may
be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the Department Head, or Dean in non-departmentalized Colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per College policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete coursework as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

**In the case where the student has a passing percentile grade but the instructor has indicated in the course outline that failure to complete the required coursework will result in failure in the course, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).**

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a course on the basis of work completed in the course provided that any incomplete course work has not been deemed mandatory by the instructor in the course outline and/or by College regulations for achieving a passing grade.”

For policies governing examinations and grading, students are referred to the Assessment of Students section of the University policy “Academic courses: class delivery, examinations, and assessment of student learning” (http://policies.usask.ca/policies/academic-affairs/academic-courses.php).

**Copyright**

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Before you copy or distribute others’ copyright-protected materials, please ensure that your use of the materials is covered under the University’s Fair Dealing Copyright Guidelines available at https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php. For example, posting others’ copyright-protected materials on the open web is not covered under the University’s Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit https://library.usask.ca/copyright/index.php where there is information for students available at https://library.usask.ca/copyright/students/rights.php, or contact the University’s Copyright Coordinator at copyright.coordinator@usask.ca or 306-9668817.
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 at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit [https://students.usask.ca/health/centres/access-equity-services.php](https://students.usask.ca/health/centres/access-equity-services.php), or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For information on AES services and remote learning please visit [https://updates.usask.ca/info/current/accessibility.php#AccessandEquityServices](https://updates.usask.ca/info/current/accessibility.php#AccessandEquityServices).

Student Supports

**Academic Help for Students**

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site [https://library.usask.ca/support/learning.php](https://library.usask.ca/support/learning.php).

Remote learning support information [https://students.usask.ca/remote-learning/index.php](https://students.usask.ca/remote-learning/index.php)

Class and study tips [https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)

Remote learning tutorial [https://libguides.usask.ca/remote_learning](https://libguides.usask.ca/remote_learning)

Study skills materials for online learning [https://libguides.usask.ca/studyskills](https://libguides.usask.ca/studyskills)

A guide on netiquette, principles to guide respectful online learning interactions [https://teaching.usask.ca/remouteaching/netiquette.php](https://teaching.usask.ca/remouteaching/netiquette.php)

**Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students’ web site [http://students.usask.ca](http://students.usask.ca).

**College Supports**

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and
procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: http://artsandscience.usask.ca/undergraduate/advising/.

Financial Support

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

Aboriginal Students’ Centre

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

International Student and Study Abroad Centre

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

Land Acknowledgement

As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.
New Course Proposal & Creation Form

1. Approval by Department Head or Dean
   1.1 College or School with academic authority: Arts and Science
   1.2 Department with academic authority: Computer Science
   1.3 Term from which the course is effective: 202205

2. Information required for the Catalogue
   2.1 Label & Number of course: CMPT 318
   2.2 Academic credit units: 3

   2.3 Course Long Title (maximum 100 characters): Data Analytics
   Course Short Title (maximum 30 characters): Data Analytics

   2.4 Total Hours: 39 Lecture 16.5 Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture 1.5 Lab Tutorial Other

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

   2.7 Prerequisite: CMPT 270, and MATH164, and STAT 245 or equivalent

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   H – Department Approval
   I – Instructor Approval

   2.8 Catalogue description (150 words or less):

   Introduces computational tools for the analysis of data. This course will focus on the design and implementation of data analytic pipelines, and the appropriate interpretation of the results of that analysis.

   2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:

   This course is being created to meet a competitive and industry need. Computer technology now permeates society. Much of the recent growth in Computer Science has been driven by more traditional sectors of the economy such as retail, mining, agriculture and hospitality leveraging the data they collect to increase efficiency and decrease costs. This data revolution is unlikely to abate any time soon as most organizations have substantial data reserves, and little capacity to exploit them. Most of our comparator institutions offer some form of Data Analytics programming. As we see increasing demand for students with a Data Analytics background, the university must either offer this type of programming or lose
students to nearby institutions such as the Universities of Alberta or Manitoba. Computer Science at the University of Saskatchewan currently offers courses in Machine Learning and Deep Learning at the fourth year level, but has no course that covers the fundamentals of data analytics from a computational perspective. Courses in Statistics cover aspects of analytic pipeline design, but do not address the pipeline in its entirety or the efficient and maintainable construction of code to perform the analysis. Some of the advanced labs in the natural and social sciences cover discipline or inquiry specific pipelines, but do not cover how to create new pipelines for new problems, which is the major focus of the course. It should be noted that Data Analytics typically focusses on practical data tasks and computational efficiency, whereas Data Science focusses on the fundamentals of data and statistics and is typically taught in Mathematics departments.

4. Please list the learning objectives for this course:

See syllabus.

5. Impact of this course
   Are the programs of other departments or Colleges affected by this course?
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?

   No changes to curriculum to any other unit are required.

   The broader impact is reflected in the creation of the new programs in Data Analytics, Geomatics, ISD, and Bioinformatics. Consultation occurred in conjunction with the creation of these programs.

6. Other courses or program affected (please list course titles as well as numbers)
   6.1 Courses to be deleted? None.
   6.2 Courses for which this course will be a prerequisite? N/A
   6.3 Is this course to be required by your majors, or by majors in another program? Will be required for Applied Computing with a concentration in Data Analytics.

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

   See syllabus.

8. Enrolment
   8.1 Expected enrollment: 90
   8.2 From which colleges? 70 from Arts & Science; 20 from other colleges.

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

   See syllabus.

   9.1 How should this course be graded?
   N – Numeric/Percentage
9.2 Is the course exempt from the final examination? No.

10. **Required text**
Include a bibliography for the course.

See syllabus.

11. **Resources**
11.1 Proposed instructor: **Kevin Stanley**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Initial offerings of the course will be accommodated within the existing departmental budget. Should the course provide popular and grow the student base additional TA supports might be necessary, which should be reflected through the annual budgeting exercise with the college.**
11.3 Are sufficient library or other research resources available for this course? **Yes**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use **tuition category**) **Yes, TC03**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”

http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

**No additional fees are required.**

**Detailed Course Information**

1. **Schedule Types**
Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEC</td>
<td>Lecture</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

2. **Course Attributes**
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 **NOAC No Academic Credit N/A**

2.2 For the College of Arts and Science only: To which program type does this course belong?

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNAR</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
</tr>
<tr>
<td>SCIE</td>
<td>Science</td>
</tr>
<tr>
<td>SOCS</td>
<td>Social Science</td>
</tr>
<tr>
<td>ARNP</td>
<td>No Program Type (Arts and Science)</td>
</tr>
</tbody>
</table>
Does this course satisfy one of the official college requirements: No

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
   3.1 Permission Required: N/A
   3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program N/A
   3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
      Prerequisite(s): CMPT 270, and MATH 164, and STAT 245 or equivalent
   3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A
   3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
   3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
      Note: CMPT 280.3 is recommended as a pre- or co-requisite. Any calculus course is recommended as a prerequisite.

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: N/A

6. Additional Notes: N/A
Dr. Kevin Stanley  
Office: Thorv ???  
306-966-6747  
kevin.stanley@usask.ca  

**Office hours:** 2:00-3:00 pm Fridays, or by appointment

**Catalogue Description**

Introduces computational tools for the analysis of data. This course will focus on the design and implementation of data analytic pipelines, and the appropriate interpretation of the results of that analysis.

**Prerequisite(s):** CMPT 270, and MATH 164, and STAT 245 or equivalent

**Note:** CMPT 280 and any calculus class are recommended.

**Learning Outcomes**

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

1. Explain a data analytic design pattern and how it can be applied to a specific data analytic problem
2. Create data analytic pipelines using the scikit family of Python libraries and SQL scripts
3. Filter static and time varying data according to rules
4. Meaningfully aggregate data, and describe the impact of the aggregation on the statistical properties of the data and their potential interpretation
5. Appropriately identify and implement solutions for regression, classification and clustering problems
6. Create narratives corresponding to the data analytic pipeline, and the outcomes observed
7. Extend in-memory scale analysis to larger Big Data Analysis using Dask

**Course Overview**

Data Analytics comprises the tools and techniques to extract meaning from data, usually obtained in an unstructured rather than experimental environment. This course will teach the fundamentals of designing data analytic pipelines for canonical classes of data. We will begin with simple tabular data, small enough
to be manipulated in memory, and study the fundamental processes of filtering, stratification and aggregation, and their effect on downstream classification or regression models. We will then study the use of metrics or features, and how pipelines can be chained together to derive higher-order insights. In streaming data, each analysis step can often be performed in memory, but the overall stream size can too large to accommodate in its entirety. Meaningful information is expected from sequential relationships between the data points as well as the datapoints themselves. Finally, we will introduce the concepts surrounding Big Data, and provide an overview of techniques required to manage and manipulate data too large for memory. Most of the course will rely on the Python programming language and the scikit family of data libraries. The final section of the course will cover Dask, which provides scikit-like abstractions over big data frameworks like Spark and Hadoop. The architectures of these frameworks will be introduced, but not covered in detail. The course evaluation will be comprised of a number of small lab assignments, four substantial assignments, and a final exam covering all course content. Lectures will cover the major topics in the course, and underlying theory. Labs will focus on scikit tool tutorials and provide small worked problems.

**Class Schedule**

Week 1: What is Data Analytics and Data Analytics Design Patterns
Week 2: Tabular Data in Python
Week 3: Data Pipelines for Classification and Regression of Tabular Data
Week 4: Statistical and Aggregate Metrics, Assignment 1
Week 5: Graph and Tree Metrics
Week 6: Streaming Data in Python, Assignment 2
Week 7: Common String Analysis Algorithms
Week 8: Data Pipelines for Classification or Clustering of Streaming Data
Week 9: Big Data in Dask, Assignment 3
Week 10: Schedulers for handling big data
Week 11: Big Data case study
Week 12: Putting it all together, data analytics as data narratives, Assignment 4
Week 13: Review and special topics

**Midterm and Final Examination Scheduling**

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:
Length and Mode of Final Examination

A three hour final exam will be administered containing a mixture of multiple choice, short answer, and coding and design problems.

Required Resources

Readings/Textbooks

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Required Text

Optional Text

Other Required Materials

Electronic Resources

This course will make use of Python and the scikit family of libraries available on all Computer Science servers and laboratory computers. We will use both Jupyter notebooks and PyCharm (Jetbrains) as interfaces. The scikit family of libraries can be downloaded using anaconda.

Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>52</td>
</tr>
<tr>
<td>Labs</td>
<td>11</td>
</tr>
<tr>
<td>Final Exam</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Evaluation Components

Assignment 1: Tabular Data and Classification

Value: 13% of final grade

Duration: 2 weeks

Introduces using data analytic design patterns to cluster data. Students will employ Python and associated scikit libraries to implement a data analytic pipeline, and cluster the results using k-means or a comparable algorithm. Written documentation will describe the results.
Assignments

Assignment 2: Tabular Data and Metrics

Value: 13% of final grade
Duration: 2 weeks

Introduces the idea of aggregate measures using graph or tree constructs. Students will create Python and SQL scripts and written documentation that implements a measure on a graph or tree construct created from the data then run one or more clustering algorithms on that construct. Students will comment on the properties of the resulting clusters.

Assignment 3: Streaming Data

Value: 13% of final grade
Duration: 2 weeks

Texts, DNA and temporal measurements have a built in direction which streams data towards an outcome. Students will build a data analytics pipeline for streaming data in Python. The results of the analysis will be used to inform a network routing or similar problem.

Assignment 4: Big Data

Value: 13% of final grade
Duration: 2 weeks

Some datasets are distinguished not by their complexity but their size. This assignment will introduce students to data where scale is a factor. Common examples include search engine data, image repositories or video or audio streaming service records. Students will learn how to adapt pipelines to handle data volume.

Lab Assignments

Value: 1% of final grade each, total of 11%
Duration: 30 minutes

The lab assignments are meant to introduce practical data analytic coding concepts in small doses and can easily be completed during the lab period. They are meant to provide practice using the tools leading to the assignments. Grades are provided more to encourage participation than for evaluation.

Final Exam

Value: 37% of final grade
Length: 3 hours
Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Submitting Assignments

Assignments will be submitted through Canvas.

Late Assignments

Late assignments are not accepted. Students with a valid reason (medical, personal) may receive an extension individually.

Criteria That Must Be Met to Pass

Students must complete three of four assignments and pass the final exam to be eligible to pass the course.

Recording of the Course

Recording of the course will only be allowed in certain circumstances. Please see the instructor for information on how to receive approval.

Copyright

Materials posted on Canvas or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

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.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: https://library.usask.ca/academic-integrity#AboutAcademicIntegrity

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial

Access and Equity Services (AES) for Students

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, visit https://students.usask.ca/health/centres/access-equity-services.php, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site https://library.usask.ca/studentlearning/.

Teaching, Learning and Student Experience

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the university community. For more information, see https://students.usask.ca/.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (http://artsandscience.usask.ca/undergraduate/advising/)
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: Arts and Science
   1.2 Department with academic authority: Computer Science
   1.3 Term from which the course is effective: 202205

2. Information required for the Catalogue
   2.1 Label & Number of course: CMPT 407
   2.2 Academic credit units: 3

   2.3 Course Long Title (maximum 100 characters): Research Topics in Applied Computing
       Course Short Title (maximum 30 characters): Research in Applied Computing

   2.4 Total Hours: Lecture 39 Seminar Lab Tutorial 65 Other: Research

   2.5 Weekly Hours: Lecture 1.5 Seminar Lab Tutorial 2.5 Other: Research

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

   2.7 Prerequisite: In the final year of Honours program in Applied Computing; or a cumulative percentage of at least 70% in 24 credit units of courses in the C4 Major Requirement (for the chosen concentration) and written permission of the department.

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   H – Department Approval
   I – Instructor Approval

   2.8 Catalogue description (150 words or less):

       Senior students will be introduced to research in an advanced area of Applied Computing under the supervision of a faculty member specializing in the area, often with co-supervision with another faculty member in a cognate department.

   2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:

   This course will serve as the Honours thesis for all concentrations in the Applied Computing program. The syllabus is virtually identical to CMPT 400, the Honours thesis in Computer Science. This course is being proposed to facilitate book keeping between the different Honours programs.
4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

No changes to curriculum to any other unit are required.

Students in this program may work on research projects that involve other departments. See letters of support for the program concentrations.

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **N/A**

6.3 Is this course to be required by your majors, or by majors in another program? Will be required for Applied Computing at the Honours level.

7. **Course outline**

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

See syllabus.

8. **Enrolment**

8.1 Expected enrollment: 10

8.2 From which colleges? 10 from Arts & Science

9. **Student evaluation**

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

See syllabus.

9.1 How should this course be graded?

**N – Numeric/Percentage**

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

9.2 Is the course exempt from the final examination? No.

10. **Required text**

Include a bibliography for the course.

See syllabus.
11. Resources
11.1 Proposed instructor: Ian Stavness
11.2 How does the department plan to handle the additional teaching or administrative workload? Teaching and other course expenses will be accommodated within the departmental budget.
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Tuition
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Yes, TC03
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”
http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
No additional fees are required.

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM</td>
<td>Seminar</td>
</tr>
<tr>
<td>RES</td>
<td>Research</td>
</tr>
</tbody>
</table>

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit N/A

2.2 For the College of Arts and Science only: To which program type does this course belong?
   - FNAR Fine Arts
   - HUM Humanities
   - SCIE Science
   - SOCS Social Science
   - ARNP No Program Type (Arts and Science)

   Does this course satisfy one of the official college requirements: No

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
   3.1 Permission Required: N/A
   3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program Restricted to students in Applied Computing
   3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

   Prerequisite(s): In the final year of Honours program in Applied Computing; or a cumulative percentage of at least 70% in 24 credit units of courses in the C4 Major Requirement (for the chosen concentration) and written permission of the department.
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A
3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

Note: Students in the Geomatics Stream may take GEOG 490.3 or PLAN 490.3 in place of CMPT 407.3. Students in the Data Analytics Stream may take MATH 402.0 in place of CMPT 407.3. Students cannot count more than one of these courses toward a degree in Applied Computing.

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: CMPT 400.3, CMPT 405.3

6. Additional Notes: N/A
CMPT 407.3
Research Topics in Applied Computing
Coordinator: I. Stavness

Course Description

Senior students will be introduced to research in an advanced area of Applied Computing under the supervision of a faculty member specializing in the area, often with co-supervision with another faculty member in a cognate department.

Prerequisites: In the final year of an Honours program in Applied Computing

The course involves three main phases:

1. An introduction to Computer Science Research and Development (see Moodle for more details);
2. The individual directed project work under the guidance of a faculty advisor (weekly meetings with faculty advisor);
3. The presentation of the research results to an audience consisting of all students in CMPT 400 and CMPT 405 and their supervisors, and the production of a report or paper summarizing the work (at the end of the course).

CMPT 407 has the additional requirement that students must attend and critically review two presentations in the Computer Science Seminar Series.

Permission to Enroll

CMPT 407 provides access to a variety of different and independent topics, registering involves more than just completing traditional course enrollment procedures. A special registration form has been provided to facilitate this. Students should complete this form as soon as possible. Once permission has been granted, students can register for the course via PAWS. Remember, CMPT 407 is a two-term 3 credit unit class.

Additional notes include:

- The course is designed for students in their "fourth year";
- The course requires a faculty supervisor in the area of the student's project work. Efforts will be made to match students with their choice of projects or specific supervisor; however, this cannot be guaranteed. These matches are open to negotiation between individual students and faculty members;
- Group work may be permitted in 407. Department experience has found that group size, if allowed, should be limited to a maximum of 2 students;
The “independent” nature of these courses may pose new challenges in personal time management to many students. Students are not permitted to register in 400, 405 or 407 simultaneously.

Project Topic Areas

- The objectives for the courses include providing the students with an in-depth understanding of a selected area of applied computing:
  - beyond that available from other undergraduate courses
  - at or near the state of the art
  - under the guidance of an active researcher in the area
- CMPT 407 is not designed to replace any existing CMPT courses. Rather they are designed either for more concentrated study in some area or for study of some area not covered by an existing CMPT course.
- Students are encouraged to propose their own projects or at least to consider what type of project they want to undertake. Faculty can be called upon to provide suggestions and may have a set of potential project topics available for students to consider.
- Students may wish to consider the following in selecting a project:
  - their personal interest in a topic
  - the resources (including supervisor and clients) available to help with the project
  - the value that completing the project may add to the student potential job skills.
  - the potential workload required to complete the project.

Specific project topics will be approved by the supervisor in consultation with the course coordinator to ensure that they contain appropriate academic content commensurate with a 4xx level course.

Student Evaluation

The method of student evaluation for both courses is:

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Seminar Reviews</td>
<td>5%</td>
</tr>
<tr>
<td>Ideas Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Proposal Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance (Final Project Presentation)</td>
<td>5%</td>
</tr>
<tr>
<td>Final project paper</td>
<td>55%</td>
</tr>
</tbody>
</table>

Learning Contract

A learning contract must be prepared by the student in consultation with the supervisor and signed by both parties. A copy should be given to the course coordinator prior to the end of September.

It is suggested that the learning contract will identify:
The objectives of the project;
The resources needed for the project and how they will be obtained;
The phases of the project, represented by at least two milestones of identified accomplishments;
The final artifacts of the project;
The proportion of the project mark allotted to each artifact.

The exact form of the contract depends on the project.

Evaluation processes for each project deliverable will be provided in discussions with the faculty supervisor and course coordinator.

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**Example Checkpoints for 2020-2021**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Sept. 30, 2020</td>
<td>Final agreement of faculty member to supervise a student; upload to Moodle and inform coordinator by email (with cc to supervisor).</td>
</tr>
<tr>
<td>Week of Nov. 4, 2020</td>
<td>Project Idea Presentation: video presentation of the idea you have for the project; uploaded to Moodle</td>
</tr>
<tr>
<td>Week of Nov. 18, 2020</td>
<td>1st Progress Report – milestones met? (see Learning Contract)</td>
</tr>
<tr>
<td>Week of Nov. 25, 2020</td>
<td>Project proposal due to supervisor</td>
</tr>
<tr>
<td>Week of Jan. 20, 2021</td>
<td>Project Proposal Presentation: video presentation of your detailed project proposal for the project;</td>
</tr>
<tr>
<td>Week of Feb. 3, 2021</td>
<td>2nd Progress Report – milestones met? (see Learning Contract)</td>
</tr>
<tr>
<td>Feb. 26, 2021</td>
<td>Abstract for final presentation uploaded to Moodle</td>
</tr>
<tr>
<td>March 3, 10, 17, 24, 31</td>
<td>Final presentation of project</td>
</tr>
<tr>
<td>April 7, 2021 Deadline</td>
<td>*Final written report submitted to supervisor (with copy to coordinator) for marking.</td>
</tr>
<tr>
<td></td>
<td>*Last date for submitting two seminar reviews to Moodle. Reviews must be signed by supervisor to indicate approval.</td>
</tr>
</tbody>
</table>

**Schedule of Class Sessions**

- Project activity and weekly interaction with faculty advisor is to be arranged between the student and advisor at a time convenient to both parties.
- The Wednesday, 3:30 - 4:50 p.m timeslot is reserved for course activity. This will primarily be the final course projects in March. Attendance at all student final presentation sessions is required and part of the final course grade.
- All course announcements will be provided via the LMS, so it is your responsibility to monitor class pages for announcements.

**Computer Science Seminars**
All students in CMPT 407 must review two Computer Science Seminars of their choice during the year. The choice of seminars should be approved by the faculty advisor.

After viewing the seminar a written review should be prepared. A draft copy of your review should be approved by your supervisor; a good copy is then uploaded to moodle. The coordinator will be keeping track of these reviews and assign final grades to them; the reviews will be graded on an acceptable/not acceptable basis.

You may use the following format for your seminar review:

Each review should be approximately 1 page long and must be printed on 8.5” by 11” paper. Identify the following at the top:

- Student Name, NSID and Student Number
- Speaker Name
- Title
- Date and Time

An example format of a report is the following. You may deviate from this format upon approval from your supervisor.

The content of the review should be divided into two paragraphs. In the first paragraph you should describe in your own words what the seminar was about as you understood it. What was the speaker trying to accomplish?

In the second paragraph you should evaluate the seminar from your own viewpoint. How well was it delivered? How good were the overheads or displays? What did you learn from it? Be honest! If you learned little from it, explain why.

PDF is the only acceptable format.

Project Presentations/Report

1) Project Idea Presentation: you will give a very brief presentation in mid-November of the idea you’ve decided to pursue on your project. This presentation is to be recorded by video and uploaded to the LMS along with a PDF of the slides.

2) Project Proposal Presentation: you will give a detailed presentation in early January of the project you are pursuing. This presentation is to be recorded by video and uploaded to Moodle along with a PDF of the slides.

3) Final Project Presentation: A Schedule for your final project presentation will be released around the end of February; the actual presentation period is each Wednesday in March. You will be required to submit a title for your presentation at the time the schedule is developed. The presentations will be delivered live.

4) Final Project Report: The deadline for submission of your final written reports to your supervisor by email (and uploaded to Moodle) is XX. The final report will be 4000-8000 words, demonstrating that a project has been completed (not a literature review), and that you have learned something about the topic you proposed.

All students registered in CMPT 407 are required to attend all of the Final Presentations; attendance will be taken and will be factored into your final mark!
Learning Objectives

The starting point in developing the learning contract for either class is to identify a number of learning objectives, typically at least four. These learning objectives will specify what you plan to accomplish as part of the course. Academically, they provide evidence of suitable fourth year level academic work.

Learning objectives should be as concrete or objective as possible in the accomplishments they specify.

The learning objectives for each course should reflect the "research" orientation of CMPT 407.

Each CMPT 407 project normally involves:

- Identifying project objectives, their importance, and how they relate to current research or practice in the field in question.
- Elaborating on the objectives by exploring relevant research literature
- Presenting a unique view of the topic via synthesis or further exploration
- Presenting conclusions, including an analysis of accomplishments and future directions

Typical learning objectives suitable for CMPT 400 might make use of the following wordings:

- identify and compare ....
- determine which ....... are more efficient in terms of ________
- develop changes or additions to improve ....
- evaluate alternate methods to ........
- synthesize various recommendations on the design of ........
- design and conduct an experiment on ........
- evaluate the results of an experiment on ........
- develop recommendations for ........
- develop a new technique for ........
- apply ........... technique(s) to ________

Students in CMPT 407 are expected to go beyond summarizing instances of existing information in their project paper. Students are expected to demonstrate their understanding of the material by techniques such as: comparing, contrasting, synthesizing, hypothesizing, and evaluating. Additionally students may wish to utilize experiments to test their ideas or to gain knowledge in areas lacking in or beyond published information.

In addition to the above project-based Learning Outcomes, all students will be expected to:

1. Utilize research techniques from at least one subdomain of computer science or a cognate discipline
2. Articulate a research question and discuss its validity
3. Write a paper in a format consistent with a subdomain of computer science or a cognate discipline
4. Present research findings and answer questions related to the findings and process of obtaining them

Land Acknowledgement
As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

**Remote Learning Context**

I acknowledge the complex circumstances in which the course is taking place. The remote teaching and learning context is new to most, and that all participations in the course should interact with empathy and care.

**Criteria That Must Be Met to Pass**

The Final Project Presentation and the Final Project Report are required to be completed in order to pass the course.

**Attendance Expectations (for synchronous components)**

Attendance is required for the Final Project Presentations. Regular remote meeting with faculty advisor is required.

**Late submissions**

Students will receive a zero grade for late submission of project deliverables unless they have written confirmation of an extension from their faculty supervisor and course coordinator. Students must provide presentation deliverables on the date specified, or will receive a zero grade on that deliverable.

**Use of video and recording of the course:**

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Moodle after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their internet connection) can view the session at a later time. This will also provide you the opportunity to review any material discussed.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can
be found in the Academic Courses Policy https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings.

**Required video use:**

At times in this course you will be required to have your video on during video conferencing sessions. It will be necessary for you to use of a webcam built into or connected to your computer. Video is required for you to participate in presentation discussions and Q&A sessions. For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

**Copyright**

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Before you copy or distribute others’ copyright-protected materials, please ensure that your use of the materials is covered under the University’s Fair Dealing Copyright Guidelines available at https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php. For example, posting others’ copyright-protected materials on the open web is not covered under the University’s Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit https://library.usask.ca/copyright/index.php where there is information for students available at https://library.usask.ca/copyright/students/rights.php, or contact the University’s Copyright Coordinator at mailto:copyright.coordinator@usask.ca or 306-966-8817.

**Integrity in a Remote Learning Context**

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: https://library.usask.ca/academic-integrity#AboutAcademicIntegrity

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial

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 at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit https://students.usask.ca/health/centres/access-equity-services.php, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For information on AES services and remote learning please visit https://updates.usask.ca/info/current/accessibility.php#AccessandEquityServices

Student Supports

Academic Help for Students

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library website https://library.usask.ca/support/learning.php.

Remote learning support information https://students.usask.ca/remote-learning/index.php

Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning https://libguides.usask.ca/studyskills

A guide on netiquette, principles to guide respectful online learning interactions https://teaching.usask.ca/remote-teaching/netiquette.php

Teaching, Learning and Student Experience
Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students’ web site [http://students.usask.ca](http://students.usask.ca).

**College Supports**

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: [http://artsandscience.usask.ca/undergraduate/advising/](http://artsandscience.usask.ca/undergraduate/advising/)

**Financial Support**

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

**Aboriginal Students’ Centre**

The Aboriginal Students’ Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC’s Facebook page ([https://www.facebook.com/aboriginalstudentscentre/](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 and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit [students.usask.ca](http://students.usask.ca) or [updates.usask.ca](http://updates.usask.ca) for more information.

**Recommended Technology for Remote Learning**

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at [https://students.usask.ca/remote-learning/tech-requirements.php](https://students.usask.ca/remote-learning/tech-requirements.php).

Remember, there are many supports available to help you thrive in the remote learning context.
Course Deletions

**BINF 210.3 Introduction to Bioinformatics Applications**
Rationale: The Bioinformatics program is being proposed to be deleted and replaced as a new Concentration in Bioinformatics within a new Applied Computing program. The department is taking this opportunity to try to revitalize the dedicated Bioinformatics courses which will be taught for the Bioinformatics concentration.

BINF 210 was created approximately 7 years ago, well after the Bioinformatics program was created. The intention at the time was to create a course that did not require any computer programming background, which would be more appropriate for students in the Biochemistry program or in other life or health science departments. Instead of teaching programming, it used bioinformatics tools only on the web. Although we believe that not requiring any prior programming experience is important for students in these programs, we now believe it would be superior to teach programming within the class. The former approach was essentially a "service terminal course" in that it did not effectively lead into other computational courses. Furthermore, its appeal was largely limited to BMSC students. Also, requiring BMSC 200 made the ramp-up time too lengthy, and most students ended up taking it in the later years of their program. We believe that offering it as a first year course (BINF 151.3) that combines an introduction to programming (with overlap with the course CMPT 140: Introduction to Creative Computing) will significantly improve its reach. Discussions with various members of life science and health science programs supports this thinking. We believe that enrolment in the newer class will end up being higher, and the course will have a greater impact on its students.

**BINF 400.3 Advanced Techniques in Bioinformatics**
Rationale: BINF 400 is currently required for Honours program in Bioinformatics students, which is being proposed for deletion. The concentration in Bioinformatics in the Applied Computing program will use the proposed CMPT 407 course instead. Students who remain in the old Bioinformatics program will be allowed to substitute CMPT 407 for BINF 400 to complete their program requirements.

Minor Course Revisions

**BINF 200.3 Introduction to Bioinformatics**
Prerequisite change:
Old prerequisite: BMSC 200.3 or equivalent
New prerequisite: BIOL 121.3 or BMSC 200.3; and one of CMPT 145.3 or (BINF 151.3 with permission of the department).

New Note: Students with credit for BINF 200.3 may not take this course for credit.
New course number: **BINF 351.3**

New course description: This course introduces core bioinformatic competencies and resources. Topics include algorithms for sequence alignment, genome assembly, phylogenetics, structure prediction, functional genomics, sequence motifs and proteomics. Students will also learn to use major proteomic and genomic databases, to utilize bioinformatics software toolboxes, and to write simple bioinformatics programs in a scripting language.

Rationale: With the deletion of the existing Bioinformatics program, and making the new Applied Computing program with a Concentration in Bioinformatics, we took the opportunity to examine paths into the bioinformatics program and consistency within the computer science department. Overall, the material is more appropriate for a third year course. It also provides more opportunity to discover bioinformatics within the first two years of a four year degree in order to take this course, vs a second year class. The material taught in the class is nearly identical to that of BINF 200. Lastly, this course would be quite useful for graduate students who need to apply bioinformatics in their research, and therefore it is more useful as a third year class versus a second year course.
BINF 300.3 Algorithms in Bioinformatics
Old prerequisite: CMPT 280.3, BINF 200.3, and one of BIOC 300.3, BIOL 226.3, or MCIM 326.3
New prerequisite: CMPT 280.3, and one of BIOL 120.3 or BMSC 200.3
New Note: Students with credit for BINF 300.3 may take this course for credit.
New subject code and course number: CMPT 451.3
New course title: Modelling and Algorithms for Biological Systems
New short title: Algorithms in Biology
New course description: This course focusses on mathematical and computational modelling of various real world processes, with the main focus on biological systems. Using discrete models, algorithmic strategies will be explored including exact algorithms, approximation algorithms, heuristic algorithms, and evolutionary algorithms. The algorithms and models used will involve sets, graphs, strings, trees, machines, and grammars. For each algorithmic technique, we will study applications from biological systems and bioinformatics, including biomolecule string matching, sequence alignment, sequence assembly, gene finding, structure prediction, gene expression data analysis, phylogeny, genome rearrangement, and simulations of molecular evolution.
Rationale: As part of the transition from the existing Bioinformatics to the Bioinformatics concentration of Applied Computing, the department proposes to reinvigorate the program. Enrolment in BINF 300 has always been quite limited, usually between 3-5 students. As such, it has been run as a reading course (and taught with teaching overload) for a number of years. Essentially, the prerequisites are such that it is only possible to take the class if a student is in the Bioinformatics degree program. We are attempting to improve this in two ways.
1) We are changing the prerequisite structure to more accurately reflect the material taught in the class. The class teaches bioinformatics problems, builds models for the problems, and then analyzes different algorithmic techniques to solve the problems, paying particular focus to the complexity and accuracy of the algorithms to determine the best options. These can be taught with significantly less biological prerequisites, and in fact, independently from BINF 351 (formerly BINF 200). To reflect this, we are changing the subject code to be CMPT so that it is more likely for computer science students to take the class without fear of their lack of biological background.
2) The course will become cross-listed with a new graduate Computer Science class proposed for creation to CGPS, CMPT 841, open to all Computer Science graduate students. By cross-listing the class, enrolment between the two will naturally be significantly higher combined (as Computer Science has the largest thesis-based graduate program at U of S). This also is another advantage of reducing the undergraduate biological prerequisites, as it becomes more feasible for computer science graduate students to take the course. Lastly, it is standard for each faculty member in Computer Science to teach one graduate course, for which this cross-listed course will count. Therefore, by making this course a fourth year course and making it cross-listed, the undergraduate students can be taught "for free" in terms of the assignment of duties. The course will also be a much better experience for students in this class versus having a reading class, and it significantly solidifies the Bioinformatics concentration.

CMPT 140.3 Introduction to Creative Computing
Change to Note:
Old Note: Recommended for students who do not have Computer Science 30. CMPT 140 can be taken for credit after the completion of CMPT 100, but CMPT 100 cannot be taken for credit after completion of CMPT 140. Students with credit for CMPT 105, CMPT 111, CMPT 113, or CMPT 116 cannot obtain credit for CMPT 140. Students majoring the Interactive Systems Design, Computer Science, and Bioinformatics programs may not use CMPT 140 as a course in their major, but may count it as a junior elective.
New Note: Recommended for students who do not have Computer Science 30. CMPT 140 can be taken for credit after the completion of CMPT 100, but CMPT 100 cannot be taken for credit after completion of CMPT 140. Students with credit for CMPT 105, CMPT 111, CMPT 113, or CMPT 116 cannot obtain credit for CMPT 140. Students majoring the Computer Science and Applied Computing programs may not use CMPT 140 as a course in their major, but may count it as a junior elective. Students may receive credit for only one of CMPT 140 or BINF 151.
New restriction: CMPT 140 will be mutually exclusive with BINF 151.
Rationale: Interactive Systems Design and Bioinformatics are both being removed, and replaced with separate concentrations in Applied Computing, along with other concentrations. CMPT 140 and BINF 151 overlap significantly in content, and should not both be taken for credit.
CMPT 141.3 Introduction to Computer Science
Prerequisite change:
Old prerequisite: One of (Computer Science 30, CMPT 105, CMPT 140) and one of (Mathematics B30, Foundations of Mathematics 30, Pre-Calculus 30); or MATH 110, MATH 123, or MATH 176 (can be taken concurrently).
New prerequisite: One of (Computer Science 30, CMPT 105.3, CMPT 140.3, BINF 151.3) and one of (Mathematics B30, Foundations of Mathematics 30, Pre-Calculus 30); or MATH 110.3, MATH 123.3, MATH 133.4 or MATH 176.3 (can be taken concurrently).
Change to Note:
Old Note: Recommended for students with Computer Science 30, CMPT 140 or CMPT 105, or for students in programs that require MATH 110 (or equivalent). Students with credit for CMPT 115 or CMPT 117 cannot take this course for credit. Students may not take CMPT 100 or 120 for credit concurrently with or after CMPT 141.
New Note: Recommended for students with Computer Science 30, CMPT 140, BINF 151, or CMPT 105, or for students in programs that require MATH 110 (or equivalent). Students with credit for CMPT 115 or CMPT 117 cannot take this course for credit. Students may not take CMPT 100 or 120 for credit concurrently with or after CMPT 141.
Rationale: A new course is being created, BINF 151: Computing in the Biological Sciences. This course will teach the basics of programming, with a focus towards biological applications. This course will be especially appropriate for students interested in the life or health sciences, or agriculture. But it opens up the possibility of taking further computational courses, such as CMPT 141. BINF 151 will absolutely provide sufficient programming to take CMPT 141.

CMPT 381.3 Implementation of Graphical User Interfaces
Prerequisite change:
Old prerequisite: CMPT 270
New prerequisite: CMPT 280.3
Rationale: CMPT 280 has been added to the Interactive System Design Program as part of the Applied Computing proposal. More rigorous knowledge of data structures will be beneficial to students entering CMPT 381.
From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Tuesday, March 9, 2021 2:27 PM
To: Isinger, Russ <russell.isinger@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>
Subject: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Good afternoon,

I’ve attached four completed CWR Forms for the following proposals going forward for implementation in the upcoming 2022-23 academic catalogue year:

1. A new field of study in Applied Computing for the B.Sc. 4-Year and Honours programs, including 5 new concentrations, as follows: Bioinformatics; Interactive Systems Design; Data Analytics; Geomatics; Business
2. Termination of the field of study in Bioinformatics (related to the above)
3. Termination of the field of study in Interactive Systems Design (related to the above)
4. Termination of the Minor in Digital Culture and New Media (unrelated to the above)

The proposals here follow standard setup and standard tuition, so an in-person meeting was not felt to be necessary; however, if anyone would like a meeting, I would be happy to book one!

Russ, Gordon, and Lucy, 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.

From: Vuong, Lucy <lucy.vuong@usask.ca>
Sent: Tuesday, March 9, 2021 2:39 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>
Subject: Re: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Approved. Thanks. L

From: Isinger, Russ <russell.isinger@usask.ca>
Sent: Tuesday, March 9, 2021 2:50 PM
To: Vuong, Lucy <lucy.vuong@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>
Subject: RE: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Approved.

Russell Isinger, BA, MA
University Registrar
Professional Affiliate, Department of Political Studies, College of Arts and Science
University Registrar’s Office
Teaching, Learning and Student Experience
Room E-34, 105 Administration Place
University of Saskatchewan
Saskatoon, Saskatchewan, Canada
S7N 5A2
Office: 306-966-6723
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From: DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Sent: Tuesday, March 9, 2021 2:51 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>
Subject: Re: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Hi Seanine,

I am happy to approve these forms and the details that sail in them.

Cheers,
Gordon
Gordon DesBrisay, Ph.D.
Associate Professor and Vice-Dean, Academic
College of Arts & Science
University of Saskatchewan
Saskatoon, SK
Phone: (306) 966-4315
https://artsandscience.usask.ca/
Consultation with the Registrar Form

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

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

1. Is this a new degree, diploma, or certificate?  
   Yes ☐ No X

2. Is an existing degree, diploma, or certificate being renamed?  
   Yes ☐ No X

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

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

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

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

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?

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 ☐ No ☐

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?

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

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.
    One major is required on all programs [4 characters for code and 30 characters for description]

11. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

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

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

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

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

6. Is this a replacement for a current program?  
   If YES, will students in the current program complete that program or be grandfathered?

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

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

Section 3: Mobility

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

1. Does the proposed degree, program, major, minor, concentration, or course involve mobility?  
   If yes, choose one of the following:  
   Domestic Mobility (both jurisdictions are within Canada)  
   International Mobility (one jurisdiction is outside of Canada)

2. Please indicate the mobility type (refer to Nomenclature for definitions).  
   Joint Program
Joint Degree  
Dual Degree  
Professional Internship Program  
Faculty-Led Course Abroad  
Term Abroad Program

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

Yes [ ] No [ ]

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


5 What is the name of the external partner?


6 What is the jurisdiction for the external partner?


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

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

Yes [X] No [ ]

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

Major - Applied Computing (ACPG) - suggested new Banner code  
  Concentration - Bioinformatics (BINF)  
  Concentration - Interactive Systems Design (ISDE)  
  Concentration - Data Analytics (DTAN) - suggested new Banner code  
  Concentration - Geomatics (GEOM)  
  Concentration - Business (BUES)  
  Concentration - Professional Internship Option (BPIO)

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

See above

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

Computer Science (CMPT)

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

Bachelor of Science (4 Yr) (BSC4Y) and Bachelor of Science (Honours) (BSCHON)
Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

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

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

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

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

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

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

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

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

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

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

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

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

2. What is the name of the new (or renamed 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?

N/A

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

N/A

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

If NO, please describe.

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

If YES, please describe.

Some courses will be scheduled in department lab space.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP

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

2 What term(s) can students be admitted to?
What is the application deadline for each term(s) students can be admitted to?

For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

Does this impact enrollment?

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

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

What is the application deadline?

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

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.)

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

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

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

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

Will the standard application fee apply?

Will all applicants be charged the fee or will current, active students be exempt?
Are international students admissible to this program?

Yes [ ] No [ ]

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information - AS PER CURRENT SET-UP

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

1. If this is a change to an existing program, will the program change have any impact on student loan eligibility?
2. If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

1. Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
2. If YES, has the Office of the University Secretary been notified?
3. When is the first class expected to graduate?
4. What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1. What is the start term?
   202205 (May 2022)
2. Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes [ ] No [X]
   If YES, what and by what date?
Section 12: Registration Information - AS PER CURRENT SET-UP

1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2. Will students register themselves?
   If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

1. Will instructors submit grades through self-serve?

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

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

1. Should classes count towards T2202s?

Section 15: Awards Information

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

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.
Section 17: Program Termination

1 Is this a program termination?  Yes ☐ No ☒
   If yes, what is the name of the program? 

2 What is the effective date of this termination? 

3 Will there be any courses closed as a result of this termination?  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 - AS PER CURRENT SET-UP

1 How will tuition be assessed? 
   Standard Undergraduate per credit ☐
   Standard Graduate per credit ☐
   Standard Graduate per term ☐
   Non standard per credit* ☐
Non standard per term* □
Other * □
Program Based* □

* See attached documents for further details

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

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

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

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?
   If YES, from which tuition code to which tuition code?
   Yes □ No □

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)
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1</td>
<td>Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?</td>
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<td>2</td>
<td>Has TLSE, Admissions, been informed about this new / revised program?</td>
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<td>3</td>
<td>Has TLSE, Student Finance and Awards, been informed about this new / revised program?</td>
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<td>4</td>
<td>Has CGPS been informed about this new / revised program?</td>
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<td>5</td>
<td>Has TLSE, Transfer Credit, been informed about any new / revised courses?</td>
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<td>6</td>
<td>Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?</td>
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<td>7</td>
<td>Has the Library been informed about this new / revised program?</td>
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<td>8</td>
<td>Has ISA been informed of the CIP code for new degree / program / major?</td>
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<td>9</td>
<td>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?</td>
<td>Yes</td>
<td>No</td>
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<td>10</td>
<td>Has the Convocation Coordinator been notified of a new degree?</td>
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<td>11</td>
<td>What is the highest level of financial approval required for this submission? Check all that apply.</td>
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<td>a. None - as it has no financial implications</td>
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<td>OR</td>
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<td>b. Fee Review Committee</td>
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<td>c. Institutional Planning and Assessment (IPA)</td>
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<td>d. Provost's Committee on Integrated Planning (PCIP)</td>
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<td>e. Board of Governors</td>
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<td>f. Other</td>
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**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):
Consultation with the Registrar Form

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

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

1. Is this a new degree, diploma, or certificate?  
   Yes [ ]  No [X]  X

2. Is an existing degree, diploma, or certificate being renamed?  
   Yes [ ]  No [X]  X

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

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

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

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

6. 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?

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

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?

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

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.
   One major is required on all programs [4 characters for code and 30 characters for description]

11. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
### Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1. Is this a new program? [No] [X]  
   Is an existing program being revised? [No] [X]

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

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

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

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

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

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

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?

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

### 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? [No] [X]

   If yes, choose one of the following:
   - Domestic Mobility (both jurisdictions are within Canada)
   - International Mobility (one jurisdiction is outside of Canada)

2. Please indicate the mobility type (refer to Nomenclature for definitions).
   - Joint 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 ☑
   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 ☑
   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?
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.)

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

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

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

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

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.

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

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

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

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

Will any courses be created, changed, or moved to a new authority, removed, relabelled?
Section 7: Course Information - NOT APPLICABLE

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

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

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

4. Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐ If NO, please describe.

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

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

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

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

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

3. What is the application deadline for each term(s) students can be admitted to?

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5. For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
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<td>Are international students admissible to this program?</td>
<td>Yes</td>
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If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).
Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3. When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1. What is the start term?

2. Are students required to do anything prior to the above date (in addition to applying for admission)? Yes ☐ No ☐
   If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE
1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2. Will students register themselves?
   If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1. Will instructors submit grades through self-serve?
2. Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1. Should classes count towards T2202s?

Section 15: Awards Information - NOT APPLICABLE

1. Will terms of reference for existing awards need to be amended?
2. If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1. Is this a program termination?
   If yes, what is the name of the program?
Bioinformatics (BINF) major and Professional Internship Option (BPIO) concentration
These are available on the BSC4Y and BSCHON programs

2 What is the effective date of this termination?
202209 (September 2022)

3 Will there be any courses closed as a result of this termination?
If yes, what courses?
   BINF 210.3
   BINF 400.3

4 Are there currently any students enrolled in the program?
   A search in Degree Works for active students in the Bioinformatics major returns 15 students
   If yes, will they be able to complete the program?
   Students enrolled at the time of the deletion will be allowed to complete to the 10 year time limit
   If not, what alternate arrangements are being made for these students?

5 When do you expect the last student to complete this program?
   All students must complete by 2030-2031 at the latest

6 Is there mobility associated with this program termination?
   If yes, please select one of the following mobility activity types.
      Dual Degree Program
      Joint Degree Program
      Internship Abroad Program
      Term Abroad Program
      Taught Abroad Course
      Student Exchange Program
   Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has
   the International Office been informed of this program termination?

Yes No

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed?
   Standard Undergraduate per credit
   Standard Graduate per credit
   Standard Graduate per term
   Non standard per credit*
   Non standard per term*
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<tr>
<td>2</td>
<td>If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?</td>
<td></td>
<td></td>
</tr>
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<td>3</td>
<td>If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?</td>
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<td>6</td>
<td>IPA Additional comments?</td>
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<td>7</td>
<td>Will students outside the program be allowed to take the classes?</td>
<td></td>
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<td>8</td>
<td>If YES, what should they be assessed? (This is especially important for program based.)</td>
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<td>9</td>
<td>Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?</td>
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<td>10</td>
<td>Do standard cancellation fee rules apply?</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>12</td>
<td>Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>13</td>
<td>Are international students admissible to the program? If yes, will they pay the international tuition differential?</td>
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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)

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<table>
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<tbody>
<tr>
<td>1</td>
<td>Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
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<tr>
<td>Has the Convocation Coordinator been notified of a new degree?</td>
<td></td>
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</table>

11. What is the highest level of financial approval required for this submission? Check all that apply.
   a. None - as it has no financial implications
   OR
   b. Fee Review Committee
   c. Institutional Planning and Assessment (IPA)
   d. Provost’s Committee on Integrated Planning (PCIP)
   e. Board of Governors
   f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Is this a new degree, diploma, or certificate?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Is an existing degree, diploma, or certificate being renamed?</td>
<td></td>
<td>X</td>
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</table>

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

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

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

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

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?

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

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?

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

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.

One major is required on all programs [4 characters for code and 30 characters for description]

11. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

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

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

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

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

6. Is this a replacement for a current program?  
   Yes ☑️ No ☐
   If YES, will students in the current program complete that program or be grandfathered?

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

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

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
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 ☐

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

What is the name of the external partner?

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 ☒

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 ☒

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

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

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

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

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

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

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

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

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

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

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

2 What is the name of the new (or renamed 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?
Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - NOT APPLICABLE

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

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

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

4. Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐
   If NO, please describe.

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

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

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

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

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

3. What is the application deadline for each term(s) students can be admitted to?

4. For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5. For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
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<td><strong>6</strong></td>
<td>Does this impact enrollment?</td>
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<td><strong>7</strong></td>
<td>How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?</td>
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<td>Can classes towards this program be taken at the same time as another program?</td>
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<td><strong>9</strong></td>
<td>What is the application deadline?</td>
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<td>What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)</td>
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<td>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.)</td>
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<td>What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)</td>
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| **18** | Are international students admissible to this program?  
If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here). |
Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3. When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1. What is the start term?

2. Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes ☐ No ☐
   If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE
1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2. Will students register themselves?
   If YES, what priority group should they be in?

   Yes [ ] No [ ]

Section 13: Academic History Information - NOT APPLICABLE

Section 14: T2202 Information (tax form) - NOT APPLICABLE

Section 15: Awards Information - NOT APPLICABLE

1. Will terms of reference for existing awards need to be amended?
   Yes [ ] No [ ]

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

   Yes [ ] No [ ]

Section 17: Program Termination

1. Is this a program termination?
   If yes, what is the name of the program?

   Yes [X] No [ ]
Interactive Systems Design (ISDE) Major
This is available in the BASC4Y program only

What is the effective date of this termination?
202209 (September 2022)

Will there be any courses closed as a result of this termination?
Yes ☐ No ☐ X ☐
If yes, what courses?

Are there currently any students enrolled in the program?
Yes ☐ X ☐ No ☐
A search in Degree Works for active students in the Interactive Systems Design major returns 80 students
If yes, will they be able to complete the program?
Students enrolled at the time of the deletion will be allowed to complete to the 10 year time limit
If not, what alternate arrangements are being made for these students?

When do you expect the last student to complete this program?
All students must complete by 2030-2031 at the latest

Is there mobility associated with this program termination?
Yes ☐ No ☐ X ☐
If yes, please select one of the following mobility activity types.
- Dual Degree Program
- Joint Degree Program
- Internship Abroad Program
- Term Abroad Program
- Taught Abroad Course
- Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

How will tuition be assessed?
- Standard Undergraduate per credit
- Standard Graduate per credit
- Standard Graduate per term
- Non standard per credit*
- Non standard per term*
If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

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

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

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

IPA Additional comments?

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

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

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

Do standard cancellation fee rules apply?

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

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

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)

Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
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<td>Has TLSE, Transfer Credit, been informed about any new / revised courses?</td>
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<td>Yes</td>
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<td>Yes</td>
<td>No</td>
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<td></td>
<td>a. None - as it has no financial implications</td>
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<td><strong>OR</strong></td>
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<td>e. Board of Governors</td>
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<td>f. Other</td>
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**SIGNED**

Date: 

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):
The College of Arts and Science submitted a proposal to terminate the minor in Digital Culture and New Media.

The department no longer has the faculty or institutional support to deliver the requirement of the program. The college suspended enrollment in the program in 2018-19.

There are currently eight students enrolled, though a number are not actively taking classes. Students currently enrolled in the program will be permitted to complete their program using course substitutions.

The Academic Programs Committee considered this proposal and passed the following motion at its April 14, 2021 meeting:

*It is recommended that the Academic Programs Committee approve the deletion of the minor in Digital Culture and New Media, effective May 2022*
Program(s) to be deleted: Digital Culture and New Media - Minor

Effective date of termination: May 2022

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

The department no longer has the faculty and instructional support needed to deliver the core requirements for the program. Enrolment in this program was suspended in 2018-19, and the department feels that it is time to remove it from the Catalogue.

2. Technical information.

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

INCC 210, INCC 310, INCC 311 and INCC 401 are the only courses that were created for this program. INCC 210 and 401 (required for the program) were last offered in 2017-18. INCC 310 and 311 (options) were last offered in 201601 and 201605, respectively, and both are currently moribund. The department does not intend to offer these courses again.

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

No staff resources are assigned to this program. Faculty who taught in this program are now teaching courses for other programs.

2.3 Courses to be deleted, if any.

INCC 210.3 Digital Communication and Design: Introduction to Methods and Applications
INCC 310.3 Cultural Heritage Mapping
INCC 311.3 Digital Storytelling and New Media Poetics
INCC 401.3 Digital Culture and New Media: Capstone Collaborative Design Project

2.4 Number of students presently enrolled.

8 students are shown in Degree Works, though one is not eligible to be in this program, and two are not actively taking courses.

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

Enrolment information is not available in uView.

Graduation information taken from a report from the Convocation Office:
3. Impact of the termination.

Internal

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

Substitutions will be made to allow active students to fulfill the program requirements.

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

Faculty assignments have already been changed away from the required courses for this program. Entry into the program was suspended as of the 2018-19 academic year.

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

No effect on other programs or colleges. Consultation has been undertaken with the founding members of the program, and all agree that resources are better directed to the major programs.

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

Course deletions will not impact other programs.

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

No.

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

No.

3.7 Describe any impact on research projects.

No impact.

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

No. Resources that were used for this program are also used by related courses in Art History, Computer Science, and English.
3.9 Describe the budgetary implications of this deletion.

Deletion of this program allows the departments to devote teaching resources to major programs. No direct funding is received for students who complete a Minor.

External

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

N/A

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

No.

Other

3.12 Are there any other relevant impacts or considerations?

N/A

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

N/A
DATE: March 22, 2021
TO: Susan Detmer, Chair, Academic Programs Committee, University Council
FROM: Brent Nelson
RE: Deletion of the Minor in Digital Culture and New Media

This memo confirms that the Department of English is in favour of the deletion of the Minor in Digital Culture and New Media.

Brent Nelson, Department Head

Cc: Ann Martin, Undergraduate Chair
    Alexis Dahl, Director of Programs, College of Arts and Science
TO: Susan Detmer, Chair, Academic Programs Committee
FROM: Gordon DesBrisay, Vice-Dean Academic
DATE: March 22, 2021
RE: Deletion of the Minor in Digital Culture and New Media

This memo confirms that the College of Arts and Science supports the deletion of the Minor in Digital Culture and New Media, as set out in the Program Termination form. This program creates a demand on teaching resources that cannot be sustainably met by the department.

Students who were accepted to the program before enrolment was suspended in 2017-18 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposal to terminate the program was submitted to the Arts and Science Course and Program Challenge in November 2020, and was approved by the Academic Programs Committee (B.A., B.F.A., B.Mus.) on November 18, 2020. The proposal was approved by the College of Arts and Science Faculty Council on February 24, 2021.

_______________________
Gordon DesBrisay
From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Tuesday, March 9, 2021 2:27 PM
To: Isinger, Russ <russell.isinger@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>
Subject: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Good afternoon,

I’ve attached four completed CWR Forms for the following proposals going forward for implementation in the upcoming 2022-23 academic catalogue year:

1. A new field of study in Applied Computing for the B.Sc. 4-Year and Honours programs, including 5 new concentrations, as follows: Bioinformatics; Interactive Systems Design; Data Analytics; Geomatics; Business
2. Termination of the field of study in Bioinformatics (related to the above)
3. Termination of the field of study in Interactive Systems Design (related to the above)
4. Termination of the Minor in Digital Culture and New Media (unrelated to the above)

The proposals here follow standard setup and standard tuition, so an in-person meeting was not felt to be necessary; however, if anyone would like a meeting, I would be happy to book one!

Russ, Gordon, and Lucy, 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.

From: Vuong, Lucy <lucy.vuong@usask.ca>
Sent: Tuesday, March 9, 2021 2:39 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>
Subject: Re: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Approved. Thanks. L

From: Isinger, Russ <russell.isinger@usask.ca>
Sent: Tuesday, March 9, 2021 2:50 PM
To: Vuong, Lucy <lucy.vuong@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Warrington,Seanine <seanine.warrington@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>
Subject: RE: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Approved.

Russell Isinger, BA, MA
University Registrar
Professional Affiliate, Department of Political Studies, College of Arts and Science
University Registrar’s Office
Teaching, Learning and Student Experience
Room E-34, 105 Administration Place
University of Saskatchewan
Saskatoon, Saskatchewan, Canada
S7N 5A2
Office: 306-966-6723
Cell: 306-280-6178
Fax: 306-966-6730

From: DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Sent: Tuesday, March 9, 2021 2:51 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>
Subject: Re: Consultation with the Registrar (CWR) Forms - College of Arts and Science proposals for 2022-23

Hi Seanine,

I am happy to approve these forms and the details that sail in them.

Cheers,
Gordon
Gordon DesBrisay, Ph.D.
Associate Professor and Vice-Dean, Academic
College of Arts & Science
University of Saskatchewan
Saskatoon SK
Phone: (306) 966-4315
https://artsandscience.usask.ca/
Consultation with the Registrar Form

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

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

1. Is this a new degree, diploma, or certificate? 
   Yes [ ] No [ ] X

2. Is an existing degree, diploma, or certificate being renamed? 
   Yes [ ] No [ ] X

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

   Is this a new degree, diploma, or certificate?
   No

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

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

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

7. 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?

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

9. 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:

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

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

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

13. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

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

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

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

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

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

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

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

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

Section 3: Mobility

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

1. Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes [ ] No [X]  
   If yes, choose one of the following:
   - Domestic Mobility (both jurisdictions are within Canada)
   - International Mobility (one jurisdiction is outside of Canada)

2. Please indicate the mobility type (refer to Nomenclature for definitions).
   - Joint 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 [ ] X

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

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


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


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


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


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

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

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

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

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

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

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

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

---

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

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

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

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

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

2 What is the name of the new (or renamed 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?
Are there any ceremonial consequences for Convocation (i.e. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - NOT APPLICABLE

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

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

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

4. Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐
   If NO, please describe.

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

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

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

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

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

3. What is the application deadline for each term(s) students can be admitted to?

4. For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5. For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
Does this impact enrollment?

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

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

What is the application deadline?

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

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.)

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

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

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

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

Will the standard application fee apply?

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

Yes ☐ No ☐

Are international students admissible to this program?

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).
Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3. When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1. What is the start term?

2. Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes [ ]  No [ ]
   If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE
1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2. Will students register themselves?
   Yes [ ] No [ ]
   If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1. Will instructors submit grades through self-serve?
   Yes [ ] No [ ]

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

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1. Should classes count towards T2202s?
   Yes [ ] No [ ]

Section 15: Awards Information

1. Will terms of reference for existing awards need to be amended?
   Yes [ ] No [ ]

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   Yes [ ] No [ ]
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1. Is this a program termination?
   Yes [X] No [ ]
   If yes, what is the name of the program?
Digital Culture and New Media (DCNM) Minor

This minor is available in the following programs:
- BA3Y
- BA4Y
- BAHON
- BAHOND
- BASC4Y
- BASHON
- BFA
- BFAHON
- BSC3Y
- BSC4Y
- BSCHON
- BSCHOND

2. What is the effective date of this termination?
   202209 (September 2022)

3. Will there be any courses closed as a result of this termination?
   Yes [X] No
   If yes, what courses?
   - INCC 210.3
   - INCC 310.3
   - INCC 311.3
   - INCC 401.3

4. Are there currently any students enrolled in the program?
   Yes [X] No
   A search in Degree Works for active students in the Digital Culture and New Media minor returns 12 students
   If yes, will they be able to complete the program?
   Students enrolled at the time of the deletion will be allowed to complete to the 10 year time limit

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

6. When do you expect the last student to complete this program?
   All students must complete by 2026-2027 at the latest

7. Is there mobility associated with this program termination?
   Yes [X] 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 - NOT APPLICABLE

1. How will tuition be assessed?
   - Standard Undergraduate per credit
   - Standard Graduate per credit
   - Standard Graduate per term
   - Non standard per credit*
   - Non standard per term*
   - Other *
   - Program Based*

   * See attached documents for further details

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

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

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

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<tr>
<td>1</td>
<td>Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>2</td>
<td>Has TLSE, Admissions, been informed about this new / revised program? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>3</td>
<td>Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>4</td>
<td>Has CGPS been informed about this new / revised program? Yes [ ] No [ ]</td>
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<tr>
<td>5</td>
<td>Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes [ ] No [ ]</td>
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<tr>
<td>6</td>
<td>Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes [ ] No [ ]</td>
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<tr>
<td>7</td>
<td>Has the Library been informed about this new / revised program? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>8</td>
<td>Has ISA been informed of the CIP code for new degree / program / major? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>9</td>
<td>Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>10</td>
<td>Has the Convocation Coordinator been notified of a new degree? Yes [ ] No [ ]</td>
</tr>
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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
   b. Fee Review Committee
   c. Institutional Planning and Assessment (IPA)
   d. Provost's Committee on Integrated Planning (PCIP)
   e. Board of Governors
   f. Other

SIGNED
PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee of Council

DATE OF MEETING: May 20, 2021

SUBJECT: Nominations to the Nominations Committee 2021/22

DECISION REQUESTED: It is recommended that Council approve the nominations to the Nominations Committee for 2021-22 effective July 1, 2021, as attached.

DISCUSSION SUMMARY:

The Governance Committee is responsible for nominating members of the Nominations Committee. At the May 11, 2021 Governance Committee meeting, each vacancy on the Nominations Committee that needed to be filled for 2021-22 was considered, along with the current membership of the committee. The committee examined the list of eligible volunteers to Council and Collective Agreement committees, considered a wide variety of disciplinary backgrounds from across campus, experience, workload, equity, diversity, and gender balance.

The nominees to the Nominations Committee are:
- Veronika Makarova, Languages & Linguistics
- Keith Walker, Educational Administration
- Nancy Gyurcsik, Kinesiology

The Governance Committee also considered the role of chair and is recommending the renewal of the current Chair of Nominations, Paul Jones.

ATTACHED: 2021/22 List of Nominees (highlighted in yellow)
NOMINATIONS COMMITTEE

- Recommends nominations for Council committees and panels, search and review committees, some collective agreement committees and panels, and other vacancies.
- Membership restricted to members of Council (9 members), with no more than 3 members from the College of Arts and Science and no more than 2 members from any other college.

Name
- **Paul Jones (Chair)-Exec** SENS/Toxicology 2022
- Tom Steele Physics 2023
- Eric Lamb (Vice-chair)-Exec Plant Sciences 2023
- Teresa Paslawski School of Rehabilitation Sciences 2023
- **Veronika Makarova** Languages & Linguistics 2024
- **Nancy Gyurcsik** Kinesiology 2024
- Yvonne Shevchuk Pharmacy & Nutrition 2023
- **Keith Walker** Educational Administration 2024 (renewal)
- Jaswant Singh WCVM 2022

Resource Members
- Jacquie Thomarat-Exec Associate Secretary, Academic Governance
- Michelle Kjargaard Administrative Assistant, Governance Office
UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: May 20, 2021

SUBJECT: Inventions Policy

PURPOSE:

The purpose of this submission is to seek input from University Council on the draft Inventions Policy. The attached draft was presented to the Governance Committee on May 11, 2021 by Dion Martens, Director, Research Excellence and Innovation. At that meeting, the committee recommended proceeding to Council for input on May 20, 2021, and pending feedback and revisions, that it be presented as a request for decision to Council on June 17, 2021.

DISCUSSION SUMMARY:

Please see attached briefing note.

FURTHER ACTION REQUIRED:

Pending approval of University Council, approval of the Board of Governors will also be requested.

ATTACHMENT:

a. Inventions Policy brief
b. Inventions Policy draft
Briefing Note

The University’s Draft Inventions Policy

• In summer 2020, we commenced a review of our intellectual property (IP) policy, because:
  o There was considerable frustration expressed by researchers, industry and investors about the rigidity of the university’s IP policy and processes, specifically that we are too slow, risk averse, greedy, and opaque;
  o USask had experienced a steady decline in technology licensing, with only half of disclosed inventions commercialized over the last decade; and
  o There was increasing recognition that fulfilling each of the strategic commitments within University Plan 2025 (courageous curiosity, boundless collaboration and inspired communities) requires uplifting a culture of innovation and entrepreneurship.

• Informed by an advisory group1, Research Excellence and Innovation (REI) in the Office of the VP Research prepared a draft policy, entitled Inventions Policy to distinguish it from other types of IP at a university.

• Noteworthy changes from the previous policy include:
  o Shifting the default ownership regime from institutional ownership, which is currently applied across the board, to embrace inventor ownership as the default, with limited exceptions, as follows:
    ▪ If the invention arises as a result of funding or resources provided under the auspices of a university research institute, and if that institute houses its own commercialization services2, then ownership remains with the university and the institute is responsible for incubating, aggregating and mobilizing the IP;
    ▪ If an industry sponsorship or other contract (e.g., inter-institutional agreement) encumbers the IP, then the negotiated contract provisions determine IP ownership and mobilization; and
    ▪ If the invention arises from Indigenous knowledges and cultural expressions, the relevant Indigenous communities retain ownership (a scan of other Canadian university policies indicates that this new policy would put us at the forefront in this regard).

  Adopting default inventor ownership aligns our policy with Dalhousie, Queen’s, Toronto, Western, Waterloo, Manitoba, Alberta and Calgary. More importantly, it signals a fundamental shift in our approach, which will help provide a much-needed reset of internal and external perceptions.

1 The advisory group is composed of: Lorne Babiuk (former VPR at UAlberta); Kari Harvey (Innovation Saskatchewan CEO); Jerome Konescni (former CEO of Innovation Saskatchewan); Aaron Genest (SaskTech President); Steve Webb (GIFS CEO); Jane Alcorn (Pharmacy Dean); Terry Fonstad (Engineering ADR); Julian Demkiw (President’s Office); Dion Martens (REI Director); Alix Hayden (REI Associate Director); and Christopher Martin (Executive Officer to VPR).

2 This currently only applies to the Vaccine and Infectious Disease Organization (VIDO) and the Crop Development Centre (CDC), but it will soon include the Global Institute for Food Security (GIFS) once the AgTech Portal and Opportunity Development Hub is fully operational.
o Stating explicitly within the fundamental principles that our **primary motivation is not revenue generation**, though that is of course helpful to the university, but rather the key driver of our IP mobilization activities is to support high-quality research and move discoveries out into the world for the benefit of society, the economy and the environment.

o Identifying **how we want to be perceived** by:
  - Inventors – as actively and meaningfully involving them and supporting them throughout the process;
  - External partners – as transparent, consistent, responsive, timely and motivated to make mutually beneficial deals;
  - Indigenous communities, organizations, entrepreneurs and researchers – as working to strengthen bonds of respect, trust and shared benefit; and
  - Women and BIPOC researchers – as working to advance equity, diversity and inclusion and promoting the equitable involvement of underrepresented populations in the innovation ecosystem.

o Identifying **measures of success**, including improved IP literacy, a strengthened culture of innovation and entrepreneurship, and amplified external impact (greater deal flow, more start-ups, and more meaningful partnerships).

o Revising our **revenue sharing formula** to address situations in which inventors commercialize independently from the university, specifying a 25% return of the inventor’s share of net revenues to the university, which is consistent with nearly all U15 counterparts, and which represents a fair return to the university for the institutional infrastructure, resources and supports that enabled the research activity.

o Confirming **support for inventors who opt to commercialize independently** of the university (with a helpful commercialization guide and, to the extent that resources allow, by providing advice and facilitating connections).

o Confirming **assistance for industry partners and investors wishing to access inventor-owned IP**.

o Attempting to address the **conundrum presented by computer code**, which is owned by faculty members under the collective agreement, but which must be consolidated with the rest of the IP when it is integral to an invention. To respect the collective agreement, the new policy simply states that researchers must agree to license or assign any computer code integral to an invention to the university if the university is mobilizing the invention. Without such an assignment of copyright, the university cannot undertake IP mobilization activities.
INVENTIONS POLICY
Draft – May 3, 2021

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Preamble

The University’s Inventions Policy has two **primary objectives**:

- To support and encourage creativity, innovation and entrepreneurship throughout the University community; and,
- To deliver significant and sustainable value for society, the economy and the environment by bringing researchers, industry, investors and communities together to turn discoveries into solutions the world needs, primarily through development of intellectual property (IP) into commercial products, processes and start-up companies. (The University values and embraces myriad other approaches to knowledge mobilization, however this policy is primarily focused on commercialization of IP).

The University’s approach to Inventions is based on these **fundamental principles**. Specifically, the University wants:

- To actively and meaningfully involve and support inventors throughout the technology-commercialization process;
- To ensure partners experience the University as transparent, consistent, responsive, timely and motivated to make mutually beneficial deals;
- To embrace *manachitowin*, strengthening bonds of respect, trust and shared benefit through constructive, collaborative processes with Indigenous communities, organizations, entrepreneurs and researchers;
- To advance equity, diversity and inclusion by working for equitable involvement of women and Black, Indigenous and People of Colour (BIPOC) in the innovation ecosystem;
- To be nimble and flexible, adopting innovative approaches to incubate, aggregate and mobilize discoveries; and
- To recognize that the key driver of technology-commercialization activities is not revenue generation, but rather to support high-quality research and move discoveries out into the world for the benefit of society, the economy and the environment.

The University **measures the success** of its Inventions Policy through evidence of:

- Improved IP literacy across the University and amongst our partners, including:
  - Increased awareness about commercialization and other knowledge mobilization options and the supports and services available through the University;
  - Improved understanding of IP rights; and
  - Greater understanding and respect for Indigenous Knowledges and Cultural Expressions.
- A strengthened culture of innovation and entrepreneurship within the University, including:
  - More researchers – including more women and BIPOC researchers – disclosing inventions and engaging in technology transfer and commercialization activities; and
  - Enhanced involvement of and support for inventors in the commercialization process.
- Amplified value and inspired communities, including:
  - Greater deal flow, quantified by investment agreements for industry- and community-sponsored research activities and technology licenses and options;
  - More start-up companies based on discoveries at the University; and
  - More meaningful, reciprocal and equally engaged partnerships with Indigenous communities, organizations, entrepreneurs and researchers that strengthen bonds of respect, trust and shared benefit.
The University has a flexible approach to invention ownership and mobilization, which respects Indigenous Knowledges and Cultural Expressions, gives inventors a choice and uses specialized streams, where most appropriate, to incubate, aggregate and mobilize Inventions:

**Invention Disclosure**

**Path-Forward Assessment**

**Inventor Choice**

**Commercialize Independently**
Inventor receives assignment of the invention and is responsible for commercialization costs

The University’s role is limited to an advisory capacity, and only as resources permit

25% of inventor’s share of Net Revenue is returned to the University*

**Work with University to Commercialize**
Inventor agrees to assign the invention to the University

If the University agrees that the invention is of strategic interest and/or potential market value, the University manages patenting, the licensing process, and pays all commercialization costs

Net revenue received by the University is split evenly with the Inventor*

**Specialized Streams**

**Research Institute Mobilizes IP**
The University retains ownership of the invention to allow for incubation, aggregation and mobilization through the Research Institute

Net revenues are split evenly between the University and Inventor, unless the Research Institute policy dictates otherwise

**IP Mobilized as per Research Contract**
If an industry research sponsorship agreement includes assignment of arising IP, then the invention is assigned to the industry sponsor

For other contracts with IP provisions (e.g., inter-institutional agreements), any arising IP is mobilized according to the negotiated contract

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**SOLUTIONS THE WORLD NEEDS**

(commercial products, processes and start-ups)

*For start-ups, the University is flexible in adopting a revenue-sharing approach that supports company growth (e.g., equity)*
1. Definitions

1.1 “Commercialization” means activities relating to realizing and attempting to realize monetary and/or other value from Inventions, including patenting, marketing, manufacturing, sale, distribution, licensing, sublicensing, transferring, granting of rights or use or leasing.

1.2 “Traditional Knowledge Keeper” means the person(s) responsible for the Indigenous Knowledges and Cultural Expressions, according to their laws and customs.

1.3 “Indigenous Knowledges and Cultural Expressions” includes Indigenous people’s cultural heritage, traditional knowledge and traditional cultural expressions, as well as new ideas or ways of doing things that have been developed by Indigenous peoples which respect their traditions, cultures and practices. This unique body of knowledge is culturally based, context-specific, holistic and differs from nation to nation. It includes the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts.

1.4 “Intellectual Property” means any result of intellectual or artistic activity, whether or not registerable or registered or protected under the law.

1.5 “Invention” or “Inventions” means any new and useful art, process, machine, manufacture or composition of matter, or any new and useful improvement in any art, process, machine, manufacture or composition of matter” [Patent Act, R.S. 1985,c.P-4,s.2], including such know-how required to practice it, whether or not patentable and includes all legal and equitable rights relating to such property.

1.6 “Inventor” or “Inventors” means any person, including any member of the academic staff, librarian, administrative staff, post-doctoral fellow, visitor, student, or person holding an academic appointment at the University, who participates in the conception or reduction to practice of an Invention using, in any way, facilities owned, operated or administered by the University and/or funds of, or funds administered by, the University.

1.7 “Net Revenue” means the royalty, licensing and other income or equivalent financial return, including the proceeds of disposition of share capital or other financial instruments, received from the assignment or licensing of the rights in an Invention, less legal and other fees incurred directly in the process of establishing and maintaining the legal protection of those rights.

1.8 “Patent” means a type of Intellectual Property that grants its owner the legal right to exclude others from making, using, or selling an invention for a limited period of time, in exchange for publishing an enabling public disclosure of the invention. For the purpose of this policy, “Patent” also means patent application.

1.9 “Research Institute” means the Crop Development Centre or a University-level centre (https://centres.usask.ca/#About) that houses its own Invention commercialization services in collaboration with central Office of the Vice-President Research commercialization services.
1.10 “University” means the Board of Governors of the University of Saskatchewan, as represented by its duly appointed officers and officials and their designates.

2. Respect for Academic Freedom and Critical Inquiry

2.1 The University is an environment in which ideas can flourish through the pursuit of research, scholarly and artistic work. In working with sponsors or licensees, the University seeks to preserve the rights of researchers to determine the extent and timing of the communication and publication of the results of their work. Without the informed consent of researchers, the University will not enter into arrangements which restrict researchers from disseminating results, or from using results for future research or academic purposes.

2.2 When premature disclosure of research results may prejudice the interests of a research sponsor or licensee, and only with the informed consent of the affected researchers, the University may agree to delay the release of the results under terms mutually agreed upon in good faith.

3. Respect for Indigenous Knowledges and Cultural Expressions

3.1 The University acknowledges that typical forms of intellectual property protection and mobilization are based on western worldviews, values, legal systems and concepts that are often incompatible with Indigenous Knowledges and Cultural Expressions.

3.2 The University recognizes and respects the rights of Indigenous peoples as set out in Article 31 of the United Nations Declaration on the Rights of Indigenous Peoples: *Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.*

3.3 To protect the exercise of the rights outlined in section 3.2, the University makes no claim of ownership of Inventions arising from Indigenous Knowledges and Cultural Expressions and requires researchers to:

a) Ensure that research involving Indigenous Knowledges and Cultural Expressions is respectful and that all relevant protocols, processes and procedures involved in accessing the Indigenous Knowledges and Cultural Expressions are followed faithfully;

b) Ensure that the rights of Indigenous communities to data sovereignty and ownership, control, access and possession (OCAP®) are respected, recognizing that these rights will be contextually expressed and asserted according to each Nation’s respective world view, traditional knowledge and protocols.

c) Ensure that any use of Indigenous Knowledges and Cultural Expressions is agreed to by the Traditional Knowledge Keepers, or appropriate representatives of the community or Nation.
whose knowledge is being shared and used, with free, prior and informed consent that is regularly reviewed and reconfirmed;

d) Ensure that Indigenous peoples benefit reciprocally, and have the right to determine to what extent, how and when they share Indigenous Knowledges and Cultural Expressions, through an equitable relationship that appropriately recognizes all contributions; and

e) Ensure that any mobilization of Indigenous Knowledges and Cultural Expressions has the full agreement of Traditional Knowledge Keepers, or appropriate representatives of the community or Nation whose knowledge is being shared and used, before and throughout the process, recognizing that ownership, control, access and possession resides with Indigenous communities or Nations;

3.4 To further protect the exercise of the rights outlined in section 3.2, the University commits to the inclusion and participation of appropriate Indigenous authorities in all substantive matters relating to Indigenous Knowledges and Cultural Expressions. These determinations will involve the Vice-Provost Indigenous Engagement and the relevant Indigenous communities or Nations.

4. Requirement for Timely Disclosure of Inventions

4.1 Inventors must disclose to the Office of the Vice-President Research any Invention conceived or first reduced to practice in whole or in part by Inventors in the course of their University responsibilities or with the use of University facilities, support personnel or services.

4.2 Disclosure of Inventions is expected to occur in a timely manner, when Inventors have identified that their work may have commercial or external value, whether or not additional research or development may be required to realize that value. The Invention disclosure form is available through the Office of the Vice-President Research.

5. Flexible Approach to Ownership of Inventions

5.1 The University will review Invention disclosures and complete a path-forward assessment, determining which ownership stream applies, within two (2) calendar weeks of receipt of the Invention disclosure.

5.2 The University has a flexible approach to ownership of Inventions, with Inventor choice as the default. Unless the Invention arises from Indigenous Knowledges and Cultural Expressions, as outlined in Section 3, or the Invention qualifies for a specialized stream of mobilization, as outlined in the remainder of section 5, the University offers rapid assignment of ownership to Inventors:

a) Inventors may choose to commercialize the Invention on their own, in which case they are responsible for commercialization costs and the University’s role is limited to an advisory capacity, as resources permit; or

b) Inventors may choose to work with the University to commercialize the Invention, in which case they agree to assign the Invention to the University.
i. The University engages with the Inventors in determining the Invention’s scope and commercial or strategic value.

ii. If the University deems the Invention of strategic interest or market value, the University manages patenting and the licensing process and is responsible for commercialization costs.

5.3 Where a disclosed Invention has come about as a result of funding or resources provided under the auspices of a University Research Institute which houses its own Invention commercialization function in collaboration with central commercialization services, ownership remains with the University and the relevant Research Institute is responsible for incubating, aggregating and mobilizing any such Inventions.

5.4 For industry-sponsored research, the University generally agrees to assign arising Intellectual Property to the sponsor, provided there are no compelling reasons why it should not be. This determination is made at the discretion of the University prior to research beginning, with agreement required from the research team.

5.5 When any factor prevents assignment of ownership to Inventors, be it industry sponsorship, other contracts, or other factors at the discretion of the University, the University will advise Inventors in writing of the rationale for retaining institutional ownership of the Invention.

6. Requirement to Unify Computer Code with Other Intellectual Property to Create Value

6.1 The University respects the copyrights of faculty, staff and students who create papers, manuscripts, presentations and books. Faculty members also own copyright of computer code. Students also own copyright of computer code when it is created in the course of their studies, however not when it is created as part of an employment relationship with the University, or when a research contract provides otherwise. The University owns computer code written by all other employees that is created using University resources.

6.2 When computer code is an integral part of an Invention, the Intellectual Property must be consolidated to create value. In any such cases under section 5.2b and 5.3, in which the disclosed Invention is commercialized through the University, Intellectual Property mobilization activities will only proceed if the Inventors license or assign the computer code to the University.

7. Support for Inventors, Industry Partners and Investors

7.1 Inventors are strongly encouraged to pursue commercialization of Inventions through the University, in which case the University manages patenting, the licensing process, and pays all commercialization costs. However, given the significant expense of patent filings, prosecution and maintenance, the University can only consider filing patents for technologies that meet the following criteria:

a) A reasonable assessment of market potential and the strength of a patent position that could allow recouping a multiple of the patenting costs; or,

b) Strategic importance to the University, through promotion of significant and sustainable societal or academic benefit.
The University will provide Inventors with a report setting out the results of the assessment.

7.2 For those Inventors who have been assigned ownership of an Invention and opt to commercialize it independent of the University, the University will provide a concise guide to assist Inventors with that process. To the extent that resources allow, the University will also:

a) Provide advice to such Inventors and facilitate connections for them; and

b) Assist any industry partners and investors wishing to access and mobilize Inventor-owned Intellectual Property.

8. Motivation to Make Mutually Beneficial Deals

8.1 In all dealings with external partners, the University desires to be transparent, consistent, responsive, timely and motivated to make mutually beneficial agreements. This includes:

a) Offering standardized but flexible templates for sponsored research agreements to serve as a sound and fair foundation for simplified and quick negotiations;

b) Using the publicly available simplified terms and template of the Fast License whenever possible; and

c) Incubating and aggregating discoveries and supporting product development and deployment through the University’s Research Institutes in ways that are beneficial to the University, Inventors, the economy, industry and investors.

9. Fair Revenue Sharing

9.1 The following revenue-sharing model applies to royalties and other revenues associated with Inventions:

a) If the University commercializes, Net Revenue received by the University is split evenly between the University and Inventors. Any alternative revenue split between Inventors must be negotiated as between Inventors with the aid of third-party counsel, and Inventors must inform the University in writing of the same;

b) If Inventors commercialize independently from the University, Inventors are wholly responsible for costs, including patent costs; 25 percent of Inventors’ share of Net Revenue returns to the University, in recognition of the institutional infrastructure, resources and services that supported the Invention.

9.2 In the case of pre-funding or early stage ventures (“start-ups”) established as part of the mobilization of Inventions, the University is committed to a flexible revenue-sharing approach that best supports the growth of the new venture, including receiving equity.
10. Management of Conflicts of Interest

10.1 All activities related to mobilization of Inventions are expected to adhere to the University’s Conflict of Interest Policy.

10.2 The primary conflict of interest that arises with mobilization of Inventions relates to involvement of Inventors in start-up companies:

   a) The University fully supports the efforts of Inventors to participate in mobilization of Inventions through start-up companies.

   b) The University recognizes that Inventor participation in start-ups may create a conflict of commitment, or actual or perceived conflict of interest (collectively referred to as “conflicts”). The University is committed to identifying and appropriately managing conflicts, while simultaneously supporting the appropriate entrepreneurial participation and external engagement of Inventors. Accordingly, with respect to any negotiations or dealings with an Inventor start-up:
      i. Inventor founders are encouraged to engage third-party support for license and other negotiations. The University will not negotiate license terms directly with any Inventors associated with the University other than in exceptional circumstances; and
      ii. In addition to any disclosure required of the relevant Inventors, the University may require that any Inventor provide assurances, to the University’s satisfaction, with respect to any compensation received or to be received by the Inventors as direct compensation by a company receiving any rights in relation to the commercial mobilization of Intellectual Property.

11. Administration and Dispute Resolution

11.1 The responsibility for the administration of this policy lies with Research Excellence and Innovation within the Office of the Vice-President Research. Research Excellence and Innovation will maintain procedures and guidelines in user-friendly language to assist all parties involved in technology commercialization and mobilization of Intellectual Property. These procedures and guidelines will be available on the Research Excellence and Innovation web page.

11.2 In cases where one or more Inventors dispute a determination made by the University pursuant to this policy:

   a) The Inventors may, within 60 days after the date the disputed determination was made, refer the dispute to the Director of Research Excellence and Innovation and the Dean or Executive Director of the relevant academic unit, centre, or Research Institute to facilitate a resolution to the dispute.

   b) In the event the dispute cannot be resolved to the satisfaction of the parties within 60 days after the date of referral, the matter will be referred to the Vice-President Research, to facilitate a resolution or, if necessary, make a final determination. The Vice-President Research may convene an expert panel to assist in the making of any determination.
PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: May 20, 2021

SUBJECT: Living our Values Policy

PURPOSE:
The purpose of this submission is to seek input from University Council on the revised draft Living our Values Policy. Given its strategic importance for the university’s Mission, Vision and Values Statement, the draft policy was presented to the Planning and Priorities Committee (PPC) for input on February 24, 2021. Feedback was considered and an updated draft was presented to PPC on May 5, 2021. That version was presented to the Governance Committee on May 11, 2021. At that meeting, the committee recommended proceeding to Council for input on May 20, 2021, and pending feedback and revisions, that it be presented as a request for decision to Council June 17, 2021.

The Living our Values Policy translates the values adopted by the governing bodies of the University of Saskatchewan into a statement of expectations for the conduct of members of the university community. The policy provides definitions of these values and reaffirms the responsibility of all those connected with the university to act in accordance with them.

DISCUSSION SUMMARY:
The development of this policy was completed between 2017 - 2021 in collaboration among the Associate Vice-President People and Resources; Vice-Provost Teaching, Learning, and Student Experience; University Secretary; and Vice-Provost Faculty Relations.

Consultation has taken place with the USFA, CUPE 1975, ASPA, USSU, and GSA, as well as the governing bodies and relevant committees. The policy was first brought to PPC in September 2019. Feedback received from Council, Senate and the Board, received in the Fall of 2019 as a result of calls for input, has been considered and the policy was updated to reflect the feedback.

There is currently no policy at the university pertaining to values. A new Living our Values Policy is intended to set the basic standard of expected behaviour; all members
of the USask community have a responsibility to live our values and to reflect them in our daily interactions and decisions.

This policy is intended to be aspirational and inspire members of our community to live our values. It also complements the existing Discrimination and Harassment Prevention (DHP) Policy and the Equity, Diversity and Inclusion (EDI) policy that received final approval by the governing bodies in October 2020. It also contemplates the development of an Anti-Racism Policy being driven by the Office of the Vice-Provost Indigenous Engagement.

Much has changed in our external environment since the original recommendation that has required an internal response. Key drivers for this policy to which we must respond include but are not limited to: answering the Truth and Reconciliation Committee’s (TRC’s) Calls to Action and acknowledging and standing up to racism in the wake of the Black Lives Matter movement. Now more than ever it seems we need to enshrine behavioural expectations into policy.

This policy is not intended to modify the university’s commitment to the principle of academic freedom or other principles adopted in the Mission, Vision and Values statement.

This policy can enhance the reputation of USask by communicating to the campus community and public stakeholders that the university can govern itself by adopting basic standards of conduct. This is noteworthy as legislatures in other provinces have imposed requirements upon universities to develop codes of conduct. Adopting our own values policy through self-regulation will reduce the need for imposed external regulation.

FURTHER ACTION REQUIRED:
Pending Council’s approval of the Living our Values Policy, approval of the Board of Governors and Senate will also be requested.

Once approved, ongoing education and awareness will outline how values can inform the work we do and how we might incorporate values into everyday practice. In addition, values form an anchor for our Greystone Foundations and Greystone Leadership programs.

ATTACHMENT:
  a. Living our Values Policy draft
Living Our Values

Purpose:
This policy translates the values adopted by the governing bodies of the University of Saskatchewan in 2016 as part of the Mission, Vision and Values statement into a statement of expectations for the conduct of members of the university community. The policy provides definitions of these values, and reaffirms the responsibility of all those connected with the university to act in accordance with them.

Principles:
The principles set out in the Mission, Vision and Values statement create a conceptual framework for the kind of university we want the University of Saskatchewan to be. These principles include academic freedom, which is the foundation for innovation and inquiry in an academic institution. This policy is not intended to modify or undermine the university’s commitment to the principle of academic freedom or the other principles adopted in the Mission, Vision and Values statement.

Being accountable for how we conduct ourselves is contingent upon good judgement and sensitivity to the way others see and interpret our actions. All members of the University community have a priority responsibility to live our values and reflect them back in our daily interactions and decisions.

Definitions:
- **Collegiality**: A cornerstone of our University, collegiality is evidenced when we are congenial and work cooperatively to achieve a common purpose. A collegial approach assumes an equitable and democratic responsibility for the good of each particular discipline and our institution as a whole. A spirit of collegiality allows for a diversity of views and perspectives expressed within a climate of respect.
- **Fairness and Equitable Treatment**: Fairness is achieved when all members of the community are treated evenhandedly. As a value, equity recognizes and appreciates everyone’s unique contributions and encourages full participation through the elimination of discriminatory practices and behaviors. It entails an appreciation of and respect for the personal attributes that are essential to the identity of others. These may include, for example, race, gender or sexual
orientation, but include all of the broad range of elements that make people who they are.

- **Inclusiveness**: Inclusiveness is achieved through embracing diversity and appreciating everyone’s unique contributions, and makes it possible for each member of the community to participate fully in the fulfillment of the university's mission. It fosters a welcoming and accessible environment.

- **Integrity, Honesty and Ethical Behavior**: The values of this university require everyone to maintain a high standard of personal integrity, which includes upholding and observing truthfulness, transparency, responsibility and openness.

- **Respect**: nīkānītān manācihitowinihk | ni manachīhitoonaan ("Let us lead with respect") is the name gifted by the Indigenous community to the University Plan 2025; nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif reflects the humility and boldness that inextricably define the University of Saskatchewan’s spirit. A respectful environment is free from unlawful discrimination and harassment, however, it involves more than compliance with human rights legislation and other laws. Respectful approaches support the productivity, the safety, and the dignity and self-esteem of every member of the University community by fostering positive relationships through kindness, empowerment and cooperation.

**Scope:**
This policy applies to all members of the University community including individuals employed directly or indirectly, students, members of governing bodies, volunteers and visitors of any kind. It is also intended to apply to any virtual spaces where members of the University community may gather as well as in-person spaces.

**Policy:**
This policy defines the core values that all members of the University community are expected to exemplify on a daily basis. Ongoing education and awareness will outline how values can inform the work we do and how to incorporate our values into everyday practice.

**Responsibilities:**
All members of the university community own the responsibility for understanding and upholding this policy. Members of the community should encourage reflection on the meaning and significance of these values, take opportunities to give or receive mentorship and guidance, and bring to light significant departures from these values in an appropriate way. Persons within the scope of this policy may consult the policies, regulations and agreements identified in the list of Associated Documents below for guidance on specific procedures for raising concerns.

**Non-compliance:**
This policy does not incorporate a separate regime for compliance, but articulates the basic values already reflected in existing compliance-based University policies. All members of the University community are accountable for how they conduct
themselves and are expected to comply with the accepted standards of conduct in existing policies. See Associated Documents for applicable existing policies, regulations and agreements.

**Procedures:**
All members of the University community will be supported to ensure they understand how to advance a commitment to putting values into action.

All new members of the University community will be asked to review this policy and participate in education and awareness opportunities pursuant to pre-employment and/or on-boarding requirements. This will reinforce that each individual is accountable for acting in accordance with the values outlined in this policy.

All supervisors are encouraged to discuss the expectations for living our values with their direct reports.

The management of this policy including policy education, monitoring, implementation and amendment is the responsibility of People and Resources.

**Revision History:**
A review of this policy will occur every two (2) years unless circumstances warrant a review in the interim.

**Contact:**
*Associate Vice-President, People & Resources*
*Vice-Provost Teaching, Learning & Student Experience*

**Associated Documents:**
See USask Policies website: [https://policies.usask.ca/](https://policies.usask.ca/)

- University of Saskatchewan Mission, Vision and Values
- Employment Practices
- Animal Control
- BioSafety
- Compliance Enforcement Pertaining to Hazardous Agents
- Discrimination and Harassment Prevention
- Equity, Diversity and Inclusion Policy
- Energy and Water Conservation
- Health and Safety
- Radiation Safety
- Sexual Assault Prevention Policy
- Smoking, Alcohol and Substance Policy
- Violence Prevention Policy
- Accountable Professional Expense Funds (APEF)
- Assets Management Policy
- Commercial Directorships held by Faculty and Staff
- Conflict of Interest
• Use of Materials Protected by Copyright
• Deans’ and Senior Administrators’ Expense (DSAE)
• Information Technology Use Policy
• Fraud Deterrence Policy
• Freedom of Information and Protection of Privacy
• Hospitality
• Information Technology Security
• Procurement
• Property Used Off Campus
• Safe Disclosure Policy
• Travel
• Use of University Property and Services
• Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning
• Students with Disabilities: Academic Accommodation and Access
• Medical Faculty Policy
• Care and Use of Animals in Research
• Human Research Ethics policy
• Responsible Conduct of Research Policy
• Research Publications

• Principles of Evaluations of Teaching (Council, 2002)
• Guidelines for Faculty and Students using Internet Social Networking in the Academic Context at the University of Saskatchewan (ASC, 2009)
• Learning Charter (Council, 2018)
• Academic Advising Charter (Advising Council, 2013)
• Guidelines for Academic Conduct (Council 1999)
• Student Academic Misconduct Regulations (Council 2017)
• Student Appeals of Evaluation, Grading and Academic Standing (Council 2012)
• Standard of Student Conduct in Non-Academic Matters (Senate, 2017)

Collective agreements – disciplines, grievance procedures, non-discrimination clauses

Common law powers of employer to discipline for insubordination, theft, violence, disruptive behavior
DISCUSSION SUMMARY:
To be eligible to receive Tri-Agency funding, the University of Saskatchewan is required to have a Responsible Conduct of Research (RCR) Policy that meets the minimum requirements of the Tri-Agency Responsible Conduct of Research Framework. USask has signed the Agreement on the Administration of Agency Grants and Awards by Research Institutions and is required to apply its RCR Policy to all research conducted under its auspices or jurisdiction.

The existing USask Policy was approved in 2013 and does not meet the minimum requirements of the 2016 Tri-Agency Framework. Section 6.0 Breaches of this revised Policy is revised to match the breaches in the RCR Framework. The revised policy now also meets the requirements for yearly public institutional reporting and a central point of contact at a senior administrative level, the Associate Vice President Research (AVPR) to receive all confidential enquiries, allegations of breaches of policies, and information related to allegations. The revised policy also clarifies that student breaches are handled under the RCR Policy as required by the Tri-Agencies.

In addition, after eight years of implementing the 2013 Policy, experience has shown the need to address a number of issues. Consultation on a revised policy began in August 2019 with discussion with University administrators who had experience with implementing the 2013 Policy, former hearing board chairs and the University of Saskatchewan Faculty Association (USFA). These consultations brought out the following issues that were raised multiple times:

- **the need to address potential conflicts of interest** – In the 2013 policy, a Senior Administrator could be responsible for submitting an allegation, managing an inquiry, managing a hearing and also determining discipline. In the revised policy, the potential for conflicts of interest is reduced since the AVPR is only responsible for the inquiry and investigation, the Senior Administrator is responsible for discipline for employee groups as determined by collective agreements. Student discipline would be determined by the Hearing Board as required by the University of Saskatchewan Act.

- **the need for an improved process for Students** - The 2013 policy required two hearing boards when investigating a breach by a student. It is extremely difficult for a student to endure two hearing boards, so the revised policy allows the allegation to be heard and if
needed, discipline to be decided with one hearing board. **Hearing boards involving students will be revised and include student perspective.** Student supports are also addressed by centralized management of the Policy and Procedures and relationship building with the CGPS, GSA and Student Affairs to ensure supports for students are in place.

The following concerns, which were raised multiple times by many, are addressed by changes to the Policy which centralize the management of the RCR Policy and Procedures with the AVPR. The OVPR has allocated additional resources to support effective implementation, communication and education.

- **the need for clarification of the roles and responsibilities in the Policy to make the process more transparent** - rather than inquiries and investigations being handled by senior administrators in each of the Colleges, these will be handled by a single point of contact - the AVPR - who will manage the Inquiry and Investigation stages of the Procedures. Potential consequences would still be determined by the Senior Administrator.
- **clarity on how to initiate a complaint** - addressed by a single point of contact (AVPR) and supported by website development and improved education and communication on the Policy and Procedures.
- **inconsistent application of the Policy, Procedures and discipline for students and faculty** - addressed by having management of the RCR Policy and Procedures for both faculty and students in one office. Discipline will be managed as required by collective agreements and the University of Saskatchewan Act.
- **need for reduction in the length of time for the Procedures to be completed** - addressed by dedicated support to complete the Procedures in a timely way and revising timelines to adhere to the Tri-Agency Framework.
- **the need for support for Senior Administrators and Hearing Board Chairs** – addressed by the creating of a RCR Specialist Position reporting to the AVPR who supports investigation procedures and reporting to University and the Tri-Agencies.
- **challenges in finding Hearing Board Chairs and Members** – addressed by creating a group of Hearing Board Chairs and Members who will have experience and education to serve in these roles.
- **Centralized management of the Policy in a single office** will also address concerns about where to access advice, information and education; correct implementation of collective agreement processes; improved use of University resources and supports; and clarity on the intersection of university policies.

Consultation on drafts of the Policy raised the following major issues:

- **The need to retain the hearing board as part of the procedures rather than move to an investigation committee similar to other U15 Universities** - addressed by retaining the Hearing Board to conduct an investigation of an allegation.
- **The need to define which student activities are considered research so allegations that a student has breached either the Student Academic Misconduct Regulations or the RCR Policy are addressed under the appropriate policy.** This is important as there are specific hearing board composition, timelines and reporting requirements for allegations of an RCR breach required by the Tri-Agencies - addressed by creation of a standard operating procedure in consultation with CGPS and the Associate Deans Academic that defines research to facilitate an allegation being heard through the correct Policy.
- **Reduction of the required number of people on a hearing board to reduce administrative burden** - addressed by reducing the number of people on a hearing board to between 3 and 5.
• Reduction of Conflicts of Interest that may arise when inquiries, investigations and appeals are all handled by the OVPR - addressed by having appeals addressed by the Governance Office.

• Concerns that the breaches in the Policy do not reflect the full range of Research, Scholarly and Artistic work undertaken by researchers at USask – the RCR Policy is required to reflect the breaches in the Tri-Agency RCR Framework as a condition of funding. These breaches are broadly defined in an attempt to encompass the range of research activity and are informed through national consultation processes. Every hearing board is required to include at least one subject matter expert to ensure that disciplinary perspectives are heard and considered. As well, the revised policy empowers the AVPR to consult with experts at the Inquiry stage. In recognition of this issue and with extensive consultation with legal opinions and faculty relations, new language has been inserted into the revised policy.

• Concerns that the Policy does not reflect new initiatives at USask on Indigenization and Equity, Diversity and Inclusion These are emerging initiatives and consultation is ongoing to consider how to better reflect them in this Policy, and other policies dealing with administrative justice practices.

CONSULTATION:
Consultation has included the following individuals, groups and committees:

An initial consultation to seek advice on revisions to the 2013 RCR Policy was held with the following:

University Administration
• Anthony Vanelli, Provost and Vice President Academic
• Jim Basinger, Acting Vice Provost Faculty Relations, former AVP Research
• Mary Buhr, Dean, College of Agriculture and BioResources
• Trever Crowe, Acting Dean, College of Graduate and Postdoctoral Studies
• Beth Bilson, University Secretary
• Amanda Storey, Academic Programs/Student Hearings and Appeals Coordinator
• Ana Crespo-Martin, Labour and Faculty Relations Specialist, Human Resources

Previous Hearing Board Chairs
• Brent Cotter, Faculty Member, Law, former Dean of Law.
• Jack Gray, Vice Dean Research, College of Arts and Science.

USask Grievance Committee
• Fran Walley, Vice Dean, College of Agriculture and BioResources

USFA Representatives
• Patricia Farnese, Faculty Member, Law, Senior Grievance Officer, USFA (2 meetings)
• Maureen Fryett, Professional Officer, USFA
• Sina Adl, Faculty Member, College of Agriculture and BioResources, Executive Committee Member, USFA
• Doug Chivers, Chair, USFA.
Following this round of consultations, a revised RCR policy was prepared. Consultations on the revised policy began in January 2020 as follows:

<table>
<thead>
<tr>
<th>Office / Organization</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Governance Office</strong></td>
<td></td>
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<tr>
<td>Amanda Storey</td>
<td>15 Apr 2020 (email)</td>
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<tr>
<td>Amanda Storey</td>
<td>07 Dec 2020</td>
</tr>
<tr>
<td>Chelsea Willness, Jacqui Thomarat</td>
<td>01 Dec 2020</td>
</tr>
<tr>
<td>Chelsea Willness, Jacqui Thomarat, Amanda Storey</td>
<td>11 Feb 2021</td>
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<tr>
<td>Access and Privacy Officer (Rayelle Johnson)</td>
<td>10 Mar 2020 (email)</td>
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<td>Research, Scholarly and Artistic Work</td>
<td>30 Jan 2020</td>
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<td>29 Apr 2021</td>
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<td>Policy Oversight Committee</td>
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<td>18 May 2021</td>
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<td>Centres’ Subcommittee</td>
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<td>17 Feb 2021</td>
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<td>Associate Deans Research Forum</td>
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<td>Dec 16, 2020</td>
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<td>28 Apr 2021</td>
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<tr>
<td>Controller’s Office Trevor Batters</td>
<td>13 Mar 2020</td>
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<tr>
<td>IT Security, Risk and Compliance (Jason Hlady &amp; Jon Coller)</td>
<td>06 Apr 2020 (email)</td>
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<tr>
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<tr>
<td>Vice Provost Faculty Relations (Ken Wilson, Ana Crespo-Martin)</td>
<td>18 Feb 2020</td>
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<tr>
<td>Vice Provost Teaching, Learning and Student Experience (Patti McDougall)</td>
<td>01 Dec 2020</td>
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<tr>
<td>Student Affairs and Outreach (Tracy Spencer and Peter Hedley)</td>
<td>10 Feb 2021</td>
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<tr>
<td>Associate Deans Academic</td>
<td>17 Dec 2020</td>
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<th>College of Graduate and Postdoctoral Studies</th>
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<td>Dean Debbie Burshtyn</td>
<td>01 Dec 2020</td>
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<tr>
<td>Vice Dean Ryan Walker</td>
<td>03 Mar 2021 (email)</td>
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<td>Grad Chairs Cttee</td>
<td>21 Apr 2021</td>
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<tr>
<td>USSU President (Kiefer Roberts)</td>
<td>22 Jan 2021 (email)</td>
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<td>GSA President (Humaira Iman)</td>
<td>01 Feb 2021 (email)</td>
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<td>USFA (Chivers, Adl, Fryett)</td>
<td>03 Mar 2020</td>
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<th>Others</th>
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<tr>
<td>David Stack and Robert Affleck, McKercher LLP</td>
<td>May 2020 to present</td>
</tr>
<tr>
<td>Secretariat on Responsible Conduct of Research (Susan Zimmerman)</td>
<td>03 May 2021</td>
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RSAW reviewed the policy at its May 13, 2021 meeting and a motion by majority vote to recommend it to Council for approval. Concerns listed above, specifically concerns that the policy do not reflect the full range of Research, Scholarly and Artistic work undertaken by researchers at USask, concerns about the lack of consideration of EDI, and concerns about the level of consultation with USFA and legal counsel were raised.

FURTHER ACTION REQUIRED:

This policy and associated procedures will come to Council for decision at a future meeting.

ATTACHMENTS:

- Responsible Conduct of Research Policy
- Responsible Conduct of Research Procedures
- Responsible Conduct of Research Procedures Flowchart
- Responsible Conduct of Research Outline of Changes
- Responsibly Conduct of Research Policy and its application to students
1 **Responsible Conduct of Research Policy (effective TBD)**

Category: Research and Scholarly Activities
Responsibility: Vice-President Research
Authorization: University Council
Approval Date: TBD, effective date TBD  Complaints received on or after the effective date will be considered under this Policy and Procedures.

2
1.0 Purpose:
To set forth the standards for responsible conduct of research and the procedures to assess allegations of a breach of those standards for all those involved in any capacity in all research conducted at the University of Saskatchewan.

2.0 Principles

The research, scholarly and artistic work of university members must be held in the highest regard and be seen as rigorous and scrupulously honest. Research, scholarly and artistic work is expected to be conducted in an exemplary fashion, be ethically sound, and contribute to the creation, application and refinement of knowledge. Stewardship of resources associated with research must be transparent and comply with all university and funding agency policies and regulatory requirements.

Allegations of breaches of this Policy at the University will be dealt with by prompt, effective procedures that ensure fairness and protect both those whose integrity is brought into question and those who bring forward allegations of breaches or misconduct. The university will provide an environment that supports the best research and that fosters researchers’ “abilities to act honestly, accountably, openly and fairly in the search for and dissemination of knowledge”¹ including but not limited to providing ongoing educational opportunities in research integrity.

3.0 Definitions for the purpose of the Policy and associated Procedures.

“Advocate” means an advocate or advisor selected by a bargaining unit, or a friend, advisor or legal counsel. Where the person is a member of a bargaining unit, the Advocate may be selected by the appropriate bargaining unit; where the person is not a member of a bargaining unit, this may be a friend, advisor or legal counsel.

“Agencies” and “Tri-Agency” means Canada’s three federal granting Agencies: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC).

“Allegation” means a declaration, statement, or assertion communicated in writing to the University or one of the Agencies to the effect that there has been, or continues to be, a breach of one or more University or Agency policies, the validity of which has not been established.

“Appeal Board” means a committee established by the University Council pursuant to section 61 of The University of Saskatchewan Act, 1995 to hear appeals of decisions made pursuant to this Policy and/or the related Procedures.

“Associate Vice-President Research” and “AVPR” mean the Associate Vice President Research identified as the University’s central point of contact to the Tri-Agency on matters related to Responsible Conduct of Research or their designate.

“Complainant” means the individual who has notified the University or one of the Agencies with an Allegation of a breach of this Policy.

“Hearing Board” means a committee established by University Council pursuant to section 61 of The University of Saskatchewan Act, 1995 to conduct hearings into alleged breaches of this Policy for the purpose of determining the validity of an allegation.

“Inquiry” means the process of reviewing an Allegation to determine whether the Allegation is responsible (as defined below), the particular policy or policies that may have been breached, and whether an Investigation is warranted based on the information provided in the Allegation.

“Investigation” means the process of examining an allegation, collecting and examining the evidence related to the allegation, providing both Complainants and Respondents with an opportunity to be heard at a hearing before a Hearing Board and making a decision as to whether a breach of the Policy has occurred.

“Policy” means the Responsible Conduct of Research Policy.

“Procedures” mean the Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy.

“Regulations” mean the Regulations on Student Academic Misconduct.

“Research” is an undertaking or a commitment to an undertaking, intended to extend knowledge through a disciplined inquiry or systematic investigation. Research includes but is not limited to the following scholarly activities:

a. the preparation and publication, in either traditional or electronic format of scholarly books, articles, theses, reviews, translations, critical editions, bibliographies, textbooks and pedagogical materials;

b. creative works in drama, music and the visual arts, including recordings, exhibitions, plays and musical compositions in all forms;

c. literary works in prose, poetry and drama; and

d. contract research and consultancy contracts.

“Respondent” means an individual who is identified in an Allegation as having possibly breached this Policy and/or Agency policy.
“Responsible Allegation” means an Allegation which corresponds to the definition of a Responsible Allegation in the Tri-Agency Framework on Responsible Conduct of Research.

“Secretariat on Responsible Conduct of Research” and “SRCR” means the Canadian government agency which provides substantive and administrative support for the Panel on Responsible Conduct of Research (PRCR), and the Agencies (CIHR, NSERC and SSHRC) with respect to the Tri-Agency Framework: Responsible Conduct of Research (the Framework).

“Senior Administrator” means deans or executive directors (when Respondents are faculty members, sessional lecturers, staff or undergraduate students in a college); directors, executive directors or associate vice-presidents in charge of an administrative Unit (when Respondents are employees); the provost (when Respondents are Deans or visiting professors); the Dean of Graduate and Postdoctoral Studies (when Respondents are adjunct professors, postdoctoral fellows, graduate students, or professional affiliates); vice-presidents (when Respondents are directors of an administrative unit or associate vice-presidents), the president (when Respondents are vice-presidents); and the Board of Governors (when the Respondent is the President).

“Tri-Agency Framework” and “RCR Framework” means the Tri-Agency Framework: Responsible Conduct of Research which describes policies and requirements for researchers, institutions, and the Agencies related to applying for and managing Tri-Agency funds, performing research, and disseminating results, as well as the processes that institutions and agencies receiving Tri-Agency funding must follow in the event of an Allegation of a breach of an Agency policy.

“University” means the University of Saskatchewan.

“University Members” means those participating in Research at or under the auspices of the University. This includes, but is not limited to faculty, librarians, professors emeriti, sessional lecturers, staff, trainees, clinical faculty, graduate and undergraduate students, adjunct professors, visiting professors, visiting scholars, professional affiliates, associate members, residents, and postdoctoral fellows (PDFs).

“University Officials” include Senior Administrators, department heads, directors, and managers.

4.0 Scope of this Policy

This Policy applies to all University Members involved in Research, in any capacity whatsoever. Nothing in this Policy and related Procedures will limit or amend the provisions of any existing collective agreement at the University. The Procedures in this Policy will not be used if an Allegation is, or has been addressed using another University procedure.
Lack of awareness of the Policy and/or impairment by alcohol or drugs are not defenses for a breach of this Policy.

5.0 Responsibilities

Research at the University will be conducted in accordance with the following assigned responsibilities and as required by the Tri-Agency Framework on Responsible Conduct of Research:

University Members are responsible for conducting their Research according to the highest standards of research integrity. University Members are responsible for:

a. Obtaining all required University and respective agency approvals for Research including, but not limited to Research involving human participants or animal subjects, fieldwork, biohazards, radioisotopes, or environmental impact.

b. Ensuring that their Research is conducted in accordance with approved protocols and that they adhere to all reporting requirements.

c. Ensuring students and research staff are carefully supervised and trained in the conduct of Research, including experiments, processing of acquired data, recording of data and other results, interpretation of results, publication, and the storage and protection of Research records and materials.

d. Exercising scholarly and scientific rigour and integrity in recording, analyzing and interpreting data, and in reporting and publishing data and findings. This includes keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreements, institutional policies, laws, regulations and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.

e. Ensuring institutional expert resources and supports are accessed to secure data and to protect the privacy of any individuals whose personal information has been obtained as part of any Research activities as required under the University’s Freedom of Information and Protection of Privacy Policy, The Local Authority Freedom of Information and Protection of Privacy Act, The Health Information Protection Act, and the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS 2, 2018).

f. Managing funds acquired for the support of Research as required by the Tri-Agency Guide on Financial Administration, research funding agreements and University policies on Research Administration. Grant fund expenditures must contribute to the direct costs of the research/activities for which the funds were awarded, with benefits directly attributable to the grant; not be provided by the administering institution to their research personnel; be effective and economical and not result in personal gain for members of the research team.

g. Including as authors, with their consent, all those and only those who have materially or conceptually contributed to, and share responsibility for, the contents of the publication or document, in a manner consistent with their respective contributions and authorship.
policies of relevant publications.

h. Acknowledging, in addition to authors, all contributors and contributions to research, including writers, funders and sponsors.

i. Reporting conflicts of interest as per the University’s policy on Conflict of Interest.

j. Disclosing to the Associate Vice-President Research any breach of this Policy of which they have become aware.

University Officials are responsible for:

a. Promoting and overseeing Research that is conducted with the highest standards of research integrity.

b. Encouraging activities that support research integrity among University Members.

c. Participating in Inquiries and Investigations as defined in these Procedures.

The Associate Vice-President Research is responsible for:

a. Initiating, directing and overseeing an Inquiry, as outlined in the Procedures.

b. Determining whether an Investigation will occur and overseeing that Investigation as outlined in the Procedures.

c. Other responsibilities as defined in the Procedures.

6.0 Breaches of this Policy

Breaches of this Policy (as defined by the Tri-Agency Framework: Responsible Conduct of Research) include, but are not limited to:

a. Fabrication: making up data, source material, methodologies or findings, including graphs and images.

b. Falsification: manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions.

c. Destruction of research records: the destruction of one’s own or another’s research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards.

d. Plagiarism: presenting and using another’s published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one’s own, without appropriate referencing and, if required, without permission.

e. Redundant publications: the re-publication of one’s own previously published work or part thereof, or data, in any language, without adequate acknowledgment of the source, or justification.

f. Invalid authorship: inaccurate attribution of authorship, including failing to include as an author someone who has materially or conceptually contributed to and shares responsibility for, the contents of the publication or document and/or attribution of
authorship to persons other than those who have made a substantial contribution to and who accept responsibility for, the contents of a publication or document in a manner consistent with the authorship policies of relevant publications.

g. **Inadequate acknowledgement**: failure to appropriately recognize contributors in a manner consistent with the authorship policies of relevant publications.

h. **Mismanagement of Conflict of Interest**: failure to appropriately identify and address any real, potential or perceived conflict of interest, in accordance with the University's policy on *Conflict of Interest*.  
i. Failure to comply with applicable policies, laws or regulations for the conduct of Research including, but not limited to:
   - Tri-Agency policies or requirements;
   - Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2, 2018);
   - Canadian Council on Animal Care guidelines and policies;
   - Applicable environmental protection legislation;
   - Licenses from appropriate governing bodies for research in the field;
   - Laboratory biosafety guidelines;
   - Canadian Nuclear Safety Commission (CNSC) regulations, and Radiation Safety guidelines;
   - Controlled Goods Program;
   - Public Health Agency of Canada guidelines;
   - Canada Food Inspection Agency guidelines and Canada’s Food and Drugs Act; and
   - All applicable University Policies.

j. **Misrepresentation in a Funding Application or Related Document**:  
i. providing incomplete, inaccurate, or false information in a funding application or related document, such as a letter of support or progress report;
   - Applying for and/or holding a Tri-Agency award when deemed ineligible by NSERC, SSHRC, CIHR or any other research funding organization world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies.
   - ii. listing of co-applicants, collaborators, or partners without their agreement.

k. **Mismanagement of Funds**: using grant and award funds for purposes inconsistent with the policies of the funding agency or University policies, misappropriating grant and award funds, contravening funding agency financial policies, for example the Tri-Agency Guide on Financial Administration, funding agency grants and awards guidelines, or providing inaccurate or false documentation for expenditures from grant or award accounts.

l. **Breach of Tri-Agency Review Processes**  
i. Non-compliance with the Conflict of Interest and Confidentiality Policy of the Federal Research Funding Organizations.
   - ii. Participating in Tri-Agency review processes while under Investigation for a breach of this Policy.
Breaches of this Policy should not be interpreted as including disciplinary differences of opinion regarding research methodologies, theoretical frameworks, data sources, data analysis, or publication conventions.

7.0 Privacy

University Members will protect the privacy of individuals involved in an Inquiry or Investigation under this Policy as far as is possible. However, if an Allegation is substantiated, the University reserves the right to use or disclose information in accordance with The Local Authority Freedom of Information and Protection of Privacy Act, as noted in Section 10.0 of this Policy.

8.0 Education

To promote a greater understanding of responsible conduct of research and research ethics, the University will offer workshops, seminars, web-based materials, courses, and research ethics training for University Members along with orientation for those members who are new to the university. When examples of Investigations at the University are used for the purpose of educating University Members on acceptable practices for scholarly integrity and research ethics, personal identifiers will be removed from these cases in order to maintain confidentiality.

9.0 Procedures

This Policy is supported by two procedural documents entitled Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy at the University of Saskatchewan and Procedures for Stewardship of Research Records and Materials at the University of Saskatchewan.

Responsibility for the implementation and maintenance of these Procedures is delegated to the Office of the Vice-President Research. Revisions to the Procedures will be approved by Council.

10.0 Reporting

The OVPR will report annually to Council relevant data resulting from the application of this Policy through the Research Scholarly and Artistics Works Committee of Council.

The OVPR will post annually on its web site, information on confirmed findings of breaches of this Policy (e.g., the number, general nature of the breaches and outcomes), subject to applicable laws, including privacy laws.

Subject to any applicable laws, including privacy laws, the OVPR shall comply with the
requirements of funding agencies regarding reporting of breaches of this Policy in accordance
with the procedures identified by the specific agency. The University and the researcher may
not enter into confidentiality agreements or other agreements related to an Allegation, Inquiry
Investigation or Appeal that prevent the University from reporting to funding agencies.

In the case of a breach of this Policy, and subject to applicable privacy laws, the President may
disclose any information relevant to the breach that is in the public interest including the name
of the researcher subject to the decision, the nature of the breach, and the recourse imposed.
To inform disclosure of this information, the extent to which the breach jeopardizes the safety
of the public, potentially damages the integrity of or brings the conduct of research and/or the
University into disrepute will be considered.

11.0 Contact

For further information please contact the Associate Vice-President Research at +1 (306) 844-
1148.

*Effective date TBD*
Procedures for addressing an alleged breach of the Responsible Conduct of Research policy by a Researcher at the U of S

Complainant sends written allegation to the AVPR (may copy to Secretariat on Responsible Conduct of Research (SRCR). Anonymous allegations considered only if all relevant facts are independently verifiable.

AVPR conducts inquiry to determine whether the allegation is responsible and if an investigation is warranted. Meets with complainant, respondent, witnesses, and notifies relevant Senior Administrator. (completed within 30 working days of receiving written allegation)

In exceptional circumstances, AVPR informs SRCR and takes immediate action

No Investigation Warranted

If SRCR is unaware of allegation no reporting required

If SRCR is aware of allegation AVPR submits inquiry report to SRCR within 2 months of receipt of allegation.

Breach, Misconduct Acknowledged

Investigation Warranted

AVPR appoints Hearing Board & Chair.

AVPR sends notice of Investigation to respondent, complainant and relevant Senior Administrator.

Chair sends letter to Respondent & Complainant outlining hearing processes.

Hearing Board conducts Investigation including a hearing

Hearing Board submits report to the AVPR within 60 working days of being appointed.

If required AVPR submits Inquiry report to SRCR within 2 months of receipt of allegation.

If Tri-Agency funded, AVPR submits Investigation report to SRCR within 5 months from completion of Inquiry.

No Breach

Breach

Respondent submits written statement acknowledging breach to AVPR.

Report sent to relevant Senior Administrator for potential consequences or to hearing board if respondent is a student.

AVPR sends letter informing Respondent, Complainant and relevant Senior Administrator confirming the finding of no breach.

Respondent and Complainant advised of right to appeal decision to University Secretary.

Notice of Appeal submitted to University Secretary

Appeal dismissed

Appeal granted

Student Respondent Hearing Board determines sanctions

Other University Members - Report sent to relevant Senior Administrator for consideration of discipline

Appeal Process p2
Appeal Process under the USask Responsible Conduct of Research Policy

1. Appeal granted
   - University Secretary appoints Appeal Board & Chair.
2. University Secretary sends notice of appeal to Parties and relevant Senior Administrator(s).
3. Chair sends letter to Parties outlining appeal hearing processes.
4. Appeal Board conducts appeal hearing within 30 working days of appointment.
5. Appeal Board submits report to the University Secretary within 60 working days of being appointed.

   - Fair Hearing, original decision upheld
   - Not a Fair Hearing, decision appropriate and upheld
   - Not a Fair Hearing, decision modified or dismissed
   - Not a Fair Hearing – Appeal Board decides New Hearing Board must be struck to re-investigate the case

6. AVPR sends letter informing Respondent, Complainant and relevant Senior Administrator of appeal decision.
**Inquiry Process under the USask Responsible Conduct of Research Policy**

- AVPR receives written allegation
  - **Anonymous**
    - Proceeds only if all facts are independently verifiable
      - yes
      - no
  - AVPR consults with experts in confidence
  - AVPR provides copy of written allegation and supporting information to the Respondent
  - AVPR may meet with Complainant
    - AVPR may attempt informal resolution
      - success
        - Allegation withdrawn
      - No success
    - Respondent responds within 10 working days
  - AVPR decision on whether allegation is Responsible and warrants an Investigation within 30 working days of receipt of the written allegation
    - yes
      - Breach Acknowledged
      - Student Respondent
        - yes
          - Hearing Board empaneled to determine sanctions
        - no
          - Report sent to relevant Senior Administrator for consideration of discipline
    - no
      - Allegation dismissed
- AVPR sends letter informing Respondent, Complainant and relevant Senior Administrator dismissing allegation

- If Tri-Agency funded, AVPR submits Investigation report to SRCR within 5 months from completion of Inquiry.
Procedures for Addressing Allegations of Breaches of the University of Saskatchewan Responsible Conduct of Research Policy

1.0 Application

These Procedures accompany the Responsible Conduct of Research Policy (the “Policy”) and apply to all Allegations of breaches of the Policy by University Members. Responsibility for the development, maintenance and oversight of these Procedures is delegated to the Office of the Vice-President Research (OVPR).

These Procedures shall be consistent with applicable clauses in collective agreements including University of Saskatchewan Faculty Association (USFA), Canadian Union of Public Employees (CUPE) Local 1975, the Administrative and Supervisory Personnel Association (ASPA), Canadian Union of Public Employees (CUPE) Local 3287, the Resident Doctors of Saskatchewan (RDoS), the Public Service Alliance of Canada, Local 40004 (Postdoctoral Fellows (PSAC)), and the Public Service Alliance of Canada, Local 40004 (Graduate Student Employees (PSAC)).

2.0 Reporting Breaches of the Responsible Conduct of Research Policy

a. Any person, including a representative of a funding agency, who believes they have knowledge of a breach of the Policy should immediately report their Allegation in writing to the Associate Vice-President Research (AVPR). They may also send a copy of their Allegation to the Secretariat on Responsible Conduct of Research (SRCR). The AVPR will notify the relevant Senior Administrator(s) that an Allegation of a breach of the Policy involving a University Member from their unit(s) has been received.

b. If the AVPR receives an Allegation that a student may be in breach of the Policy, the AVPR will consult with the appropriate Senior Administrator to determine whether the Allegation relates to a breach of the Policy or is a matter under the Regulations on Student Academic Misconduct.

c. Anonymous Allegations will be considered only if all relevant facts are publicly available or otherwise independently verifiable. If all relevant facts are verifiable, the AVPR will initiate an Inquiry to determine whether the complaint should be dismissed or investigated. Anonymous Complainants are not entitled to participate or receive information on any part of the outcome.

1 These Procedures adopt and incorporate the Definitions from the Policy.
d. Allegations should be in writing, with sufficient detail about the nature of the alleged breach, the location and time of its occurrence. It should be supported by all available documentation and contain enough information to permit a determination of whether the alleged conduct, if substantiated, would constitute a breach of the Policy and to permit further information gathering about the alleged breach.

e. If an Allegation is received related to conduct that occurred at another institution (whether as an employee, a student or in some other capacity), the AVPR will contact the other institution and consult to determine which institution is best placed to conduct the Inquiry and Investigation if warranted. The AVPR will communicate to the Complainant which institution will be responsible for responding to the Allegation.

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3.0 Procedures for Inquiry

Subject to the provisions in section 4.0 of the Policy, the AVPR will conduct an Inquiry into the Allegations.

a. The AVPR will assess whether the Allegation:
   i. is outside the jurisdiction of these Procedures as outlined in section 4.0 of the Policy;
   ii. involves Allegations that, if proven, would constitute a breach as defined in section 6.0 of the Policy and/or in the Tri-Agency Framework on Responsible Conduct of Research;
   iii. is frivolous, vexatious, or in bad faith;
   iv. has been previously determined under the Policy and these Procedures, under another University policy, or other comparable proceeding;
   v. warrants an Investigation; or
   vi. may involve significant financial, health and safety or other risks. If the allegation involves significant financial, health and safety or other risks and is related to activities funded by the Tri-Agencies, the AVPR is required to advise the relevant Tri-Agency or the SRCR as outlined in section 7.0 of these Procedures.

b. The AVPR may discuss the Allegation with the Complainant and request additional information.

c. The AVPR will provide a copy of the Allegation and supporting information in writing to the Respondent and inform the Respondent of their right to submit a written response to the Allegation and/or request a meeting with the AVPR within ten (10) working days of receipt of the Allegation. The Respondent and Complainant will be advised they are entitled to consult with an Advocate. The Respondent and Complainant will be instructed in writing to preserve all evidence and not to communicate with each other about the Allegation until further notice.

d. During the Inquiry, the AVPR may consult in confidence with University Members, including accessing University records; with outside experts; and where the research involves human participants or animal subjects with the Research Ethics Board Chair responsible for approval of the research.
e. The AVPR may consult with both the Complainant and Respondent to determine whether an informal resolution is possible. Where appropriate, and with the consent of the Complainant and Respondent, other parties affected by the underlying Allegation may participate in efforts towards an informal resolution. Discussions around informal resolutions may not be included as evidence if the Allegation proceeds to an Investigation.

f. The AVPR will inform the Complainant and the Respondent in writing of their decision as to whether the Allegation is a Responsible Allegation and whether an Investigation is warranted within thirty (30) working days of having received the written Allegation. This period may be extended with justification and if required, the AVPR will consult with the SSCR regarding extensions.

g. If deemed necessary, the AVPR may restrict research and/or related activities until the Allegation is resolved.

3.1 Acknowledgement of Misconduct

If the Respondent agrees to the facts alleged in the Allegation, the AVPR may conclude the Inquiry or Investigation. The AVPR must be confident there is sufficient evidence in support of the acknowledgement.

a. The AVPR must obtain a written statement from the Respondent attesting to the occurrence and extent of the breach, acknowledging that the statement was voluntary and stating that the Respondent was advised of the right to consult an Advocate.

b. The AVPR will forward a report along with the Respondent’s statement to the responsible Senior Administrator(s) who will make a decision as to what discipline or other consequences are warranted.

c. If the Respondent is a student, the AVPR will empanel a Hearing Board to determine what discipline or other consequences are warranted as outlined in section 4.3.1 of these Procedures after receiving written statements regarding potential consequences and/or sanctions from each of the parties.

4.0 Procedures for Investigations

When it has been determined that an Allegation should proceed to an Investigation, the following steps will be taken.

a. The AVPR shall appoint a Hearing Board within a reasonable time frame composed of three to five members, one of whom will be designated as chair, at least two of whom will be senior members of the University, and at least one of whom will be external and with

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2 Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.
no current student, employment, contractual or academic affiliation to the University\textsuperscript{3}. If the Respondent is a student, the Hearing Board shall include a student member in addition to the above-mentioned members. The chair will be appointed by the AVPR.

b. The members of the Hearing Board will have no actual or perceived conflicts of interest or bias and will jointly have appropriate subject matter expertise and administrative background to evaluate the Allegation and the response to it. Each member of the Hearing Board must sign a declaration denying any conflicts of interest and must sign a confidential non-disclosure agreement.

c. The AVPR will provide the Respondent and the Complainant with the names and positions of the chair and members of the Hearing Board. If the Complainant or Respondent have any objection to the composition of the Hearing Board, an objection must be made in writing to the AVPR within five (5) working days of receiving that information. The AVPR will make the final decision as to whether a reasonable apprehension of bias or conflict of interest exists.

d. The AVPR will provide the Hearing Board with a copy of the Allegation, the Respondent’s written response from the Inquiry (section 3.0) and any other information gathered at the Inquiry that is pertinent to the Investigation. The AVPR will provide guidance and suitable administrative support for the Investigation.

e. Once appointed, the chair will, within ten (10) working days, send a letter to the Respondent and the Complainant. This letter will convey the following information and documentation:

i. the right of both the Respondent and the Complainant to jointly appear at a hearing to make submissions to the Hearing Board within thirty (30) working days of receipt of this letter, or such other time as determined by the chair;

ii. a copy of the Allegation, the Respondent’s written response from the Inquiry, and any other information gathered during the Inquiry that is pertinent to the Investigation.

iii. a statement of confidentiality of the proceedings for the protection of privacy and reputation of the Respondent and the Complainant;

iv. the requirement to preserve evidence;

v. a proscription against improper acts of retaliation;

vi. that the Respondent, Complainant and witnesses have a right to be advised during the Investigation and accompanied by an Advocate at the hearing;

vii. that both the Respondent and the Complainant should, at least ten (10) working days prior to the hearing or such other time as determined by the chair, provide the Hearing Board with any additional written materials, evidence, as well as names and statements of potential witnesses they propose to include as part of the hearing;

viii. a copy of these Procedures; and

ix. anything else that the chair deems necessary to facilitate the commencement of the hearing.

f. The role of the Hearing Board is to examine the Allegation, collect and examine the

\textsuperscript{3} Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/
evidence related to the Allegation, make a decision as to whether a breach of this Policy has occurred including the severity of the breach and if so, make recommendations in accordance with sections 4.1 b and 4.1 c of these Procedures.

g. The Hearing Board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures, including but not limited to determining what evidence it will hear and/or accept. Further, and without limitation, the Hearing Board may:

i. ask questions of the Complainant and Respondent;

ii. ask questions of witnesses;

iii. request and examine any documents, data, records, or equipment they deem relevant to the Allegation;

iv. arrange for the testing of physical evidence relevant to the Allegation.

h. The Hearing Board will conduct the hearing in accordance with the principles of procedural fairness, and the following requirements must be followed in the Investigation:

i. a University Member against whom an Allegation is made is to be treated as being innocent until it has been established, on the balance of probabilities and before a Hearing Board of impartial and unbiased decision-makers, that they have committed a breach of the Policy;

ii. Respondents must be informed of the details of the alleged breach, including having access to all documentary and other evidence relevant to the alleged breach;

iii. Respondents who are alleged to have caused or contribute to a breach must be given an opportunity to respond to the Allegations;

iv. the Respondent, Complainant and witnesses have a right to be advised and/or accompanied by an Advocate at the hearing. The Advocate may speak as an advocate on behalf of the Respondent or Complainant, but the Hearing Board expects that it will hear directly from the Complainant and/or Respondent wherever possible. This right is subject to the provision that the names of any Advocates are provided to the Chair at least five (5) working days prior to the hearing;

v. while strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability;

vi. if one or both of the parties chooses not to appear at the hearing, the Hearing Board may proceed to make its decision based on the material and information already gathered;

vii. while it is generally intended that all of the evidence from the witnesses will be gathered and shared with the parties prior to the hearing, the chair has the discretion to allow witnesses to present their evidence at the hearing if the fairness of the process requires it. The chair may also adjourn proceedings to allow a party an appropriate opportunity to respond to new evidence;

viii. the chair has authority to extend the Investigation timelines when necessary in the circumstances to conduct a fair process. The chair may also permit any and all of the participants to the hearing to appear by way of telephone or videoconference.

i. If, during the course of the hearing, the evidence discloses a new related instance of a breach of the Policy that was not part of the original Allegation or which implicates additional Respondents, the Hearing Board may expand the hearing, provided that the
Complainant and Respondent are notified and are given an opportunity to respond to the new Allegations. If the expanded hearing involves new Respondents, they will be provided with reasonable notice and shall for the purpose of these Procedures, be entitled to all rights as Respondents.

j. The chair shall notify the AVPR of interim findings, if any, that they believe should be reported because of the University’s obligations to students, staff, and faculty members, funding agencies and sponsors or, where there are compelling issues of public safety. Any interim report shall be in writing and copied to all members of the Hearing Board, to the Complainant and Respondent, and the AVPR. The interim report shall set out the findings, the reason for the interim report, and a recommendation regarding appropriate administrative action.

4.1 Decision of the Hearing Board

The Investigation will normally be completed within sixty (60) working days of the Hearing Board being appointed. In exceptional circumstances, the chair may apply to the AVPR for an extension of twenty (20) working days. Further extensions may be granted for twenty (20) working days at a time. If an Investigation is anticipated to take longer than one hundred (100) working days from the time the board is appointed, if required by the Tri-Agencies, the AVPR will consult with the relevant Tri-Agency and/or SRCR. The AVPR will inform the Respondent and Complainant in writing of any extensions granted. Where required, the AVPR will also provide periodic updates to the relevant Tri-Agency and/or SRCR until the Investigation is complete. The frequency of the periodic updates will be determined jointly by the SRCR and the AVPR.

a. The Hearing Board shall complete its Investigation and shall report its decision in writing to the AVPR. The AVPR shall advise the Respondent, the Complainant, and the relevant Senior Administrator(s) of the decision.

b. If there is more than one Respondent or Complainant, reasonable efforts will be made to provide each with parts of the report that are pertinent to them. It is recommended that the format of the Hearing Board report contain the following:

i. the full Allegation of a breach of the Policy;

ii. a list of Hearing Board members and their credentials;

iii. a summary of the Complainant’s position including reference to relevant witnesses and/or evidence put forward;

iv. a summary of the Respondent’s position including reference to relevant witnesses and/or evidence put forward;

v. a determination of whether a breach of the Policy occurred;

vi. if a breach has occurred, its extent and seriousness; and

vii. recommendations of changes to procedures or practices, if any, to avoid similar situations in the future.

c. Recommendations of the Hearing Board may also include, without limitation:

i. withdrawing all pending relevant publications;

ii. notifying publishers of publications in which the involved research was reported;
iii. notifying co-investigators, collaborators, students and other project personnel of the decision;

iv. ensuring the unit(s) involved is informed of appropriate practices for promoting the proper conduct of research;

v. informing any outside funding sponsor(s) of the results of the Inquiry and of actions to be taken.

d. The Hearing Board’s decision is based on majority vote. No minority reports shall be allowed.

e. The Hearing Board report is final and not subject to revision.

4.2 Dismissal of the Allegation

a. If the Hearing Board advises that the Allegation should be dismissed, the AVPR shall so advise any person identified in the Allegation, the Respondent, the Complainant and other appropriate University Officials. In addition, the notification requirements of the applicable collective agreement shall be followed.

b. Where the Allegation is dismissed, the AVPR and appropriate Senior Administrator, shall take all reasonable steps to repair any damage that the Respondent’s reputation for scholarly integrity or research activities may have suffered by virtue of the Allegation. The AVPR shall ensure that a letter confirming the finding that no breach of the Policy was substantiated is sent to the Respondent, with a copy to the Complainant, and to the Senior Administrator(s). With the consent of the Respondent, a letter confirming the finding that no breach was substantiated may be sent to other persons with knowledge of the Allegation. These persons may include, but are not limited to, co-authors, co-investigators, collaborators, and others who may have been notified by the AVPR.

4.3 Determination of Consequences

If the Allegation is found to have been made in good faith, no disciplinary measures or retaliatory action shall be taken against the Complainant. If the Allegation is found to have been made in bad faith, the AVPR will refer the matter to Discrimination and Harassment Prevention Services for resolution under the University Discrimination and Harassment Prevention Policy. Any acts of retaliation (including threats, intimidation, reprisals or adverse employment or education action) made against the Complainant, Respondent or any individual who participated in any manner in the Investigation or resolution of a report of a breach of the Policy are subject to the University Discrimination and Harassment Prevention Policy.

4.3.1 For Students

a. If a Respondent who is an undergraduate or graduate student is found to have breached the

Policy, the consequences and sanctions shall be determined by the Hearing Board. The Respondent and Complainant will have seven (7) working days from the receipt of the Hearing Board report to make a written statement to the Hearing Board with a copy to the AVPR, regarding the findings, in advance of any disciplinary action determined by the Hearing Board.

b. The Hearing Board shall request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.

c. The Hearing Board shall have the authority to impose one or more sanctions which may include, but are not limited to, the following:
   i. that the student(s) be reprimanded or censured;
   ii. that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment, or that a credit or mark for the course be modified or cancelled;
   iii. that an assignment be redone or any other academic performance be repeated;
   iv. that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that topic;
   v. that the student(s) be required to complete additional training in responsible conduct of research;
   vi. that the student(s) be suspended from the University for a specified period of time;
   vii. that the student(s) be expelled permanently from the University; or
   viii. that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

d. If the decision of the hearing board results in suspension or expulsion of the student(s) or revocation of a degree, the Hearing Board will follow Sections VIII.4.6 &7 and XIII of the Regulations

4.3.2 For Other University Members

a. If it is established that the Respondent who is NOT an undergraduate or graduate student has breached the Policy, the Respondent and Complainant will have seven (7) working days from the receipt of the Hearing Board report to make a written statement to the Senior Administrator with a copy to the AVPR, regarding the findings, in advance of any disciplinary action recommended by the Senior Administrator.

b. The Senior Administrator shall, upon receipt of the Hearing Board report, determine and communicate to the Complainant, the Respondent, and the AVPR within twenty-five (25) working days whether or not formal disciplinary action is to be taken or where appropriate, recommend formal disciplinary action to the President, taking into consideration collective agreements, contractual and other obligations to external organizations and prior offenses under the Policy.

c. The Respondent and the Complainant who brought the Allegation shall be advised of the right to appeal as set out in section 5.0. Any penalties that are the outcome of a Hearing Board remain in force unless and until they are overturned by an appeal or through a grievance process.
5.0 Appeals under this Policy

a. Either the Complainant or the Respondent may appeal the decision of the Hearing Board by delivering to the University Secretary a written notice of appeal within twenty (20) working days of receipt of a copy of the Hearing Board report (section 4.1 b). The notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, and any evidence the appellant wishes to present to support those grounds.

b. An appeal will be considered only on one or more of the following grounds:
   i. That the decision maker(s) had no authority or jurisdiction to reach the decision it did;
   ii. That there was a reasonable apprehension of bias on the part of one or more of the decision makers;
   iii. That the original Hearing Board made a fundamental procedural error that seriously affected the outcome;
   iv. That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original Hearing Board.

c. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the University Secretary determines that there are no valid grounds under these Procedures for an appeal, then the appeal will be dismissed without a hearing. If the University Secretary determines that there may be valid grounds for an appeal, then the appeal will proceed as provided for in section 5.1. The decision of the University Secretary with respect to allowing an appeal to go forward is final, with no further appeal.

d. The appeal under this Policy relates only to the original Hearing Board’s determination of whether a breach of this Policy occurred. The subsequent determination of discipline imposed for the breach of this Policy is not appealable under this Policy.

5.1 Procedures for Appeals

When it has been determined that an Appeal should proceed, the following steps will be taken.

a. The University Secretary shall appoint an Appeal Board within a reasonable time frame composed of three to five members, one of whom shall be designated as chair, at least two of whom will be senior members of the University or of another academic institution, and at least one member who is external and with no current student.

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5 In remainder of section 5.0, the term “respondent” is used to refer to the respondent in the appeal (not necessarily the Respondent to the original complaint).

6 Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.
employment, contractual or academic affiliation to the University. If the Respondent or appellant is a student, the Appeal Board shall include a student member in addition to the above-mentioned members. The chair will be appointed by the University Secretary.

Individuals appointed to serve on an Appeal Board shall exclude anyone who was involved in the original Investigation of the case.

b. The members of the Appeal Board will have no actual or perceived conflicts of interest or bias and will jointly have appropriate subject matter expertise and administrative background to evaluate the appeal and the response to it. Each member of the Appeal Board must sign a declaration denying any conflicts of interest and must sign a confidential non-disclosure agreement.

c. The University Secretary will provide the respondent and the appellant with the names and positions of the chair and members of the Appeal Board. If the appellant or respondent have any objection to the composition of the Appeal Board, an objection must be made to the University Secretary within five (5) working days of receiving that information. The University Secretary will make the final decision as to whether a reasonable apprehension of bias or conflict of interest exists.

d. Once appointed, the chair will, within ten (10) working days, send a letter to the respondent and the appellant. This letter will convey the following information and documentation:

i. the right of both the respondent and the appellant to jointly appear before the Appeal Board to make submissions within thirty (30) working days of receipt of this letter, or such other time as determined by the chair;

ii. a copy of the statement of appeal, and any other information gathered in the Investigation pertinent to the appeal;

iii. a statement of confidentiality of the proceedings for the protection of privacy and reputation of the respondent and the appellant;

iv. a proscription against improper acts of retaliation;

v. that the respondent and appellant have a right to be advised and /or accompanied by an Advocate at the appeal hearing;

vi. if the respondent wishes to provide a written argument to the Appeal Board, the respondent should submit the argument to the Appeal Board at least (10) working days prior to the appeal hearing, and a copy of this written argument will be provided to the appellant;

vii. a copy of these Procedures; and

viii. anything else that the chair deems necessary to facilitate the commencement of the hearing.

e. The chair may modify timelines for parties providing submissions where, in their discretion, it is reasonable and appropriate.

f. If any party to these proceedings does not attend the hearing, the Appeal Board has the right to proceed, and may decide the appeal based on the written record of the original Hearing Board and the statement of appeal, and any written arguments submitted by the respondent. An appellant who chooses to be absent from the hearing may appoint an Advocate to present their case at a hearing.

g. The Appeal Board is not bound to observe strict legal procedures or rules of evidence but
shall establish its own procedures subject to the following principles:

i. the Appeal Board under these regulations will not hear the case again but is limited to considering the grounds of appeal prescribed in section 5.0 b;

ii. the parties to the appeal shall be the appellant (who may be either the original Complainant or the original Respondent) and the other party to the original Investigation as respondent;

iii. the original Hearing Board chair (or another member designated by the chair) may be invited to attend to answer questions of either party or of the Appeal Board. The original Hearing Board chair cannot discuss the in-camera deliberations but can provide facts regarding the process followed;

iv. except as provided for under section 5.0 b. iv. above, no new evidence will be considered by the Appeal Board. The record of the original hearing, including a copy of all material filed by both sides at the Hearing Board, and the written statement of appeal, will form the basis of the Appeal Board’s deliberations;

v. it shall be the responsibility of the appellant to demonstrate that the appeal has merit;

vi. the chair of the Appeal Board has authority to extend the appeal procedure timelines when necessary in the circumstances to conduct a fair appeal process;

vii. the chair may also permit any and all of the participants to the appeal hearing to appear by way of telephone or videoconference.

5.2 Decision by the Appeal Board

The Appeal will normally be completed within sixty (60) working days of the Appeal Board being appointed. In exceptional circumstances, the chair may apply to the University Secretary for an extension of twenty (20) working days. Further extensions may be granted for twenty (20) working days at a time. If an Appeal is anticipated to take longer than sixty (60) working days from the time the board is appointed, if required by the Tri-Agencies, the University Secretary will consult with the relevant Tri-Agency and/or SRCR. The University Secretary will inform the respondent and appellant in writing of any extensions granted. Where required, the University Secretary will also provide periodic updates to the relevant Tri-Agency and/or SRCR until the Appeal is complete. The frequency of the periodic updates will be determined jointly by the SRCR and the University Secretary.

a. After the hearing is completed, the Appeal Board will meet to decide whether to uphold, overturn or modify the decision of the original Hearing Board. The deliberations of the Appeal Board are confidential.

b. The Appeal Board may, by majority,

i. conclude that the appellant received a fair hearing from the original Hearing Board, and uphold the original decision; or

ii. conclude that the appellant did not receive a fair hearing, but that the decision remains appropriate and the original decision is upheld; or

iii. conclude that the appellant did not receive a fair hearing, and dismiss or modify the
original decision; or
iv. order that a new Hearing Board be struck to re-investigate the case. This provision
should be limited to cases that in the view of the Appeal Board are significant enough
to warrant a new hearing, including but not limited to cases when new evidence has
been introduced that could not reasonably have been available to the original Hearing
Board.

c. The chair of the Appeal Board shall prepare a report of the board's deliberations that shall
recite the evidence on which the board based its conclusions. The report shall be
delivered to the University Secretary and distributed to the appellant, the respondent, the
Associate Vice President Research and the relevant Senior Administrator(s).
d. If the decision of a Hearing Board is successfully appealed, the AVPR and the appropriate
Senior Administrator shall take all reasonable steps to repair any damage that the
appellant’s or respondent’s reputation for academic integrity may have suffered by virtue
of the earlier finding of the Hearing Board.

5.3 No Further Appeal

The findings and ruling of the Appeal Board shall be final with no further appeal.

6.0 Records

a. Hearing Boards and Appeal Boards will provide their report and all records from the hearing
to the AVPR for retention in accordance with this section 6.0. Complainants, Respondents,
Hearing and Appeal Board members will securely destroy all copies of evidence or materials
they have received related to the hearing or provide them to the AVPR for secure
destruction.
b. Records pertaining to Allegations that result in disciplinary action will be retained in the
Respondent’s official file in accordance with existing University policies, procedures and
collective bargaining agreements.
c. No record of an Allegation of a breach of the Policy will be kept in the Complainant’s official
file except the record of disciplinary action resulting from a complaint that is made in bad
faith.
d. Subject to the provisions of the Policy, these Procedures and the requirements of law, any
and all records pertaining to charges and/or hearings and/or sanctions under these
Procedures are confidential and should be kept in a file accessible only to the AVPR and
their confidential assistants for a period of ten (10) years or while any legal or official
proceedings are pending. After this time, the records may be destroyed. With the
exception of records supporting disciplinary action that are placed in the Respondent’s
official file, these records are strictly confidential and will be disclosed only when disclosure
is required by law or by a legal or official proceeding.
7.0 Reporting to the Tri-Agencies

a. Reporting Allegations of a breach of the Policy to the Tri-Agencies: Subject to any applicable laws, including privacy laws, the AVPR shall advise the relevant Tri-Agency or the SRCR immediately of any Allegations related to activities funded by the Tri-Agency that may involve significant financial, health and safety, or other risks.

b. Reporting results of an Inquiry to the Tri-Agencies: If the SRCR was copied on the Allegation or advised of an Allegation related to activities funded by the Agencies, the AVPR shall write a letter to the SRCR confirming whether or not the Institution is proceeding with an Investigation within two (2) months of the receipt of the Allegation.

c. Reporting an Acknowledgement of Misconduct to the Tri-Agencies: If the Allegation resulted in an Acknowledgement of Misconduct, a report will be submitted to the SRCR within seven (7) months of the receipt of the Allegation.

d. Reporting Results of an Investigation to the Tri-Agencies: The AVPR shall prepare a report for the SRCR on each Investigation it conducts in response to an Allegation of a breach of the Policy related to a funding application submitted to an Agency or to an activity funded by an Agency. A report will be submitted to the SRCR within seven (7) months of the receipt of the Allegation by the institution. Subject to any applicable laws, including privacy laws, each report shall include content as specified by the current Tri-Agency Framework: Responsible Conduct of Research.

7.1 Reporting to Other Funding Agencies and Institutions

a. Other sponsors or funding agencies that require similar notification will be notified in accordance with the procedures identified by the specific agency.

b. In instances involving researchers and research collaborators associated with other institutions, the AVPR shall inform the appropriate Senior Administrator of the collaborator’s institution of the substantiated Allegation of a breach of the Policy.

Effective date TBD
Major Changes to the
USask Responsible Conduct of Research (RCR) Policy and Procedures (2013)

A. Rationale for Changes to the RCR Policy:
• USask has signed the Agreement on the Administration of Agency Grants and Awards by Research Institutions with the Canadian Tri-Agencies. Accordingly, USask is required to develop and administer a policy to address allegations of policy breaches by researchers that meets the minimum requirements set out in the RCR Framework. The institution applies its policy to all research conducted under its auspices or jurisdiction. The existing policy was approved in 2013 and must be updated to align with the 2016 Tri-Agency Framework.
• After eight years of implementing the Policy, experience has shown a need to improve the consistency and effectiveness of the application of the policy and procedures.

B. Activities Informing the Proposed Revisions
1) Interviews with 13 USask members with experience working with the RCR Policy.
2) Environmental Scan of the RCR Policies and Procedures of 12 of the U15 Universities plus UVic. University RCR Websites were reviewed where available.
3) Review of the Tri-Agency Framework on Responsible Conduct of Research, 2016, interpretation bulletins, published cases and statistics.
4) Consultation with Policy Oversight Cttee; Governance Committee; RSAW; Associate Deans Research; Associate Dean Academic; Centres SubCommittee; Access and Privacy Officer; University Secretary’s Office; Provost and Vice President Academic; Vice Provost, Teaching and Learning; Vice Provost, Faculty Relations; College of Graduate and Postdoctoral Studies; Graduate Chairs Committee; VPR Executive Cttee; Controlers Office; ICT; McKercher and McKercher; GSA; USSU; Student Affairs and Outreach. A meeting was held with the USFA on the draft policy in March, 2020 but no comments have been received.

C. Major Recommended Policy Changes
1) Management of the RCR policy and procedures is moved to a centralized and more senior level of the university by designating the Associate Vice President Research (AVPR) as a single point of contact for implementation:
a) Aligns with the Tri-Agency Framework on Responsible Conduct of Research (RCR) requirement for a single point of contact at a Senior Administrative Level to receive all confidential enquiries, allegations of breaches of policies and information related to allegations of a complaint of a breach of the RCR Policy.
a) Transparently simplifies the process of making and handling an allegation.
b) Facilitates meeting mandated timelines and reporting to the Tri-Agency and other funders when required.
c) Clarifies the roles of the Senior Administrator and AVPR, and removes potential conflicts of interest for the Senior Administrator which may arise from being responsible for the Inquiry, Investigation and discipline, and at times being the role of Complainant making an allegation.
2) Revises the section on Breaches of the policy to reflect the current RCR Framework
   a) The list of breaches is revised to reflect the 2016 revisions to the RCR Framework.

3) Revises public reporting to meet the Tri-Agency RCR Framework standard.
   a) To conform with the requirements of the 2016 RCR Framework, a statement is added that
      the University of Saskatchewan will post annually on its Web site, information on confirmed
      findings of breaches of its policy (e.g., the number and general nature of the breaches,
      without unique identification), subject to applicable laws, including the privacy laws.

4) Opens the possibility of public disclosure of a breach of the RCR Policy
   a) A statement is added indicating the possibility of public disclosure of the identity of
      researchers involved in a serious breach of the RCR Policy. The University may disclose
      information relevant to the serious breach that is in the public interest including the name
      of the researcher subject to the decision, the nature of the breach, and the recourse
      imposed. In determining whether a breach is serious, the University will consider the extent
      to which the breach jeopardizes the safety of the public and/or would potentially damage
      the integrity of or bring the conduct of research and/or the University into disrepute.

5) Includes Librarians in the list of University Members.

D. Major Recommended Procedural Changes

1) Inquiry
   a) The AVPR will handle the Inquiry into an Allegation rather than the relevant Senior
      Administrator. The AVPR may delegate the Inquiry, but will maintain oversight.
   b) Guidelines on the content of an allegation to ensure allegations meet the Framework
      criteria for a Responsible Allegation.
   c) Increased guidance on the specific activities at the Inquiry stage.
   d) Lengthened timeline for the Inquiry and possibility of extensions if warranted.

2) Investigation
   a) Centralized support for hearing boards from the OVPR.
   b) Clarification of the authority of the hearing board.

3) Students
   a) All aspects of a breach of the RCR Policy involving students will be handled under the RCR
      Policy rather than the Student Academic Misconduct Procedures in order to ensure all
      complainants and respondents to an RCR allegation are treated consistently and reporting
      meets all Tri-Agency requirements.

4) Appeals
   a) Appeals will now be made to the University Secretary who will consider on procedural
      grounds whether or not to grant an appeal.
5) **Confidentiality**  
   a) Declarations of potential conflicts of interest are required from hearing board members and Chairs.

6) **Informal Procedures**  
   a) Option for Acknowledgement of Misconduct when a respondent agrees to the statement of facts alleged in the complaint and guidelines on documenting these. The respondent will have had the opportunity to consult with an advisor prior to signing the Acknowledgement of Misconduct. This option follows guidance from the SSCR issued in January 2015.

E. **Practical Implications of the Recommended Changes:**

1) Centralized management of RCR Policy and Procedures in the OVPR. An AVPR is designated as USask’s central point of contact to the Tri-Agencies for RCR and will oversee implementation of the Policy and Procedures. Senior Administrators will be informed of RCR inquiries and investigations involving their students and personnel but will only be formally involved if a breach is confirmed and consequences or discipline are to be considered.

2) Active and ongoing support is required to ensure USask meets its Tri-Agency obligations regarding RCR, improve consistency, timeliness and better serve members of the University.  
   a) Recommendation for a pilot program to appoint a Research Integrity Officer from USask Faculty. The Research Integrity Officer would be a resource for information requests and for hearing boards and could be delegated to undertake the Inquiry under the RCR Procedures.
   
   b) Appointment of an RCR Senior Advisor, reporting to the AVPR who would support the AVPR/RIO with investigations of allegations of breaches of the RCR Policy, assist with the activities of hearing boards established to hear allegations, ensure records of the inquiry and hearings and copies of all documents and materials provided to the hearing boards are complete and securely stored, assist the AVPR/RIO with reporting requirements to the Tri-Agencies, maintaining the website content and reporting to University Council.

3) Online and ongoing education regarding RCR for university students, faculty and staff. This is a significant need, will require appropriate resourcing and will be coordinated by AVPR, RCR Senior Advisor and Research Integrity Officer.

4) Establishment of a standing bench of RCR Hearing Board Chairs and Hearing Board members, who will be trained and supported to fulfill their role and responsibilities.

5) Guidance is being developed on what activities are defined as research for the purposes of determining whether the RCR Policy or the Students Academic Misconduct Regulations will apply to a student facing an allegation.


7) Development of a website that identifies who to contact when an RCR issue arises, houses guidance documents and templates, USask statistics, and links to online education.
Revised Responsible Conduct of Research Policy (2021) and its Application to Students

Tri-Agency Definition of Research
The Tri-Agency Framework Responsible Conduct of Research defines research as “an undertaking to extend knowledge through a disciplined inquiry or systematic investigation”.

Proposed Tri-Agency Definition of Responsible Conduct of Research
The behavior expected of anyone who conducts research activities throughout the life cycle of a research project (i.e. from the formulation of the research question, through the design, conduct and analysis of the research, to its reporting, publication and dissemination). It involves the awareness and application of established professional norms as well as values and ethical principles that are essential in the performance of all activities related to scholarly research. These values include honesty, fairness, trust, accountability and openness.

Making a decision on consideration of an Allegation under the RCR Policy or the Regulations on Student Academic Misconduct
If the AVPR receives an Allegation that a student may be in breach of the Policy, the AVPR will consult with the appropriate Senior Administrator to determine whether the Allegation relates to a breach of the Policy or is a matter under the Regulations on Student Academic Misconduct (the “Regulations”).

Activities categorized as research activity for the purposes of determining whether an allegation naming a student respondent is investigated under the RCR Policy include but are not limited to:

1. Funding applications, research and projects supported by the Tri-Agencies or other research funding organizations;
2. Contract, consulting or industrial research;
3. Research that requires review by a Human or Animal REB;
4. Course based activity defined as research requiring Human REB review;
5. Undergraduate Theses, Masters Theses or PhD Dissertations;
6. Original investigations to apply existing knowledge in a novel way; to produce new products, devices, systems and services, offer improvements over those already produced or installed;

[Adapted from the University of Waterloo]

Investigations and Appeals when a Student is the Respondent
If the Respondent is a student, the Hearing Board and/or the Appeal Board shall include a student member.

Student Discipline when an RCR Hearing Board finds the Policy has been breached
a. If a Respondent who is an undergraduate or graduate student is found to have breached the Policy, the consequences and sanctions shall be determined by the Hearing Board. The Respondent and Complainant will have seven (7) working days from the receipt of the Hearing Board report to make a written statement to the Hearing Board with a copy to the AVPR, regarding the findings, in advance of any disciplinary action determined by the Hearing Board.
b. The Hearing Board shall request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.
c. The Hearing Board shall have the authority to impose one or more sanctions which may include, but are not limited to, the following:
   i. that the student(s) be reprimanded or censured;
ii. that a mark of zero or other appropriate grade be assigned for the entire course, for an
assignment, or that a credit or mark for the course be modified or cancelled;
iii. that an assignment be redone or any other academic performance be repeated;
iv. that the student(s) be required to submit an essay or assignment relating to the topic of academic
misconduct, or to prepare and/or deliver a presentation on that topic;
v. that the student(s) be required to complete additional training in responsible conduct of research;
vi. that the student(s) be suspended from the University for a specified period of time;
vii. that the student(s) be expelled permanently from the University; or
viii. that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

d. If the decision of the hearing board results in suspension or expulsion of the student(s) or revocation of
a degree, the Hearing Board will follow Sections VIII.4.6 & 7 and XIII of the Regulations

Student Discipline when a Student Acknowledges a Breach.
If the Respondent Acknowledging a Breach is a student, the AVPR will empanel a Hearing Board to determine
what discipline or other consequences are warranted as outlined in Section 5g of the Procedures after
receiving submissions regarding potential consequences and/or sanctions from each of the parties.

Student Support
Students will be encouraged to contact Student Affairs and Outreach for support and the GSA for advocacy in
the letter sent to Respondents by the AVPR and the Chair of the Hearing or Appeal Board.

Current RCR POLICY (2013) and Students
Research misconduct is one aspect of academic misconduct and a number of the breaches listed in the RCR
Policy are also in the Regulations. There is specific guidance in the Regulations on page 9 and 11 that reference
the RCR Policy.
In Section IV (7)
Special Procedures Applying Only to Allegations Relating to Responsible Conduct of Research (sp) Policy:
Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined
in accordance with special hearing procedures set out in that Policy
(http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-
policy.php) before such allegations can be addressed under these Regulations. Upon receipt of an
allegation of academic misconduct, the Academic Administrator shall first determine whether the
allegation must be heard under the procedures in the Responsible Conduct of Research Policy. The
decision of the Academic Administrator in this matter is final and not subject to appeal. The University
Secretary will be notified of the decision of the Academic Administrator in this regard.

And Section VII (A) (6)
Special Hearing Procedures for Breaches of Responsible Conduct of Research Policy: If a hearing under
the Responsible Conduct of Research Policy determines that a breach of that Policy has occurred, then
a hearing under these Regulations will occur with regard solely to sanctions. The hearing board will be
provided the report (decision) of the Responsible Conduct of Research Policy hearing board and will
hear evidence and submissions only in relation to sanctions. The hearing board will render a decision in
accordance with Section VIII of these Regulations. In the event a student appeals the finding of breach
(in accordance with the Procedures under the Responsible Conduct of Research Policy), the hearing
under these Regulations to determine sanctions is suspended until the resolution of the appeal.