

The *University of Saskatchewan Act, 1995* established a representative Council for the University of Saskatchewan, conferring Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2021/22 academic year marks the 27<sup>th</sup> year of the representative Council.

### Zoom Meeting Instructions

- **Thursday, April 21<sup>st</sup> from 2:30 – 4:30 pm:** The Zoom link is at the bottom of this agenda. The virtual meeting will have access to both video and audio with everyone’s microphones automatically muted. Video will be enabled for the **presenters of the Council meeting use only**. Please 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 Zoom meeting.

### Land Acknowledgment

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 onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkīcik. nīkīhcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwī ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni mīiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

### AGENDA

1. **Call to Order**
2. **Tributes**
  - 2.1 Tribute to Professor Emeritus Madan Gupta from the Department of Mechanical Engineering presented by Professor Chris Zhang
3. **Adoption of the agenda**
4. **Chair’s Opening remarks**
  - 4.1 University Council Election 2022-23 Results -  
<https://governance.usask.ca/council/elections.php#ElectionsandCandidates>

5. **Approval of Minutes of the meeting of March 17, 2022**
6. **Business Arising**
7. **Report of the President**
8. **Report of the Provost**
9. **Pandemic Response and Recovery**
  - 9.1 Verbal Report – from the Pandemic Response and Recovery Team (PRT) - presented by Dr. Darcy Marciniuk, Associate Vice-President Research, PRT Chair (tentative)
  - 9.2 Continuation of Mask Requirement – Motion from Council Members
    - 9.2..1 Request for Decision: Continuation of Mask Requirement

*That University Council recommend that the President direct the Pandemic Response Team to provide, in writing to Council, the scientific and public health evidence in favour of dropping the mask requirement before this requirement ends.*
10. **Student Societies**
  - 10.1 Report from the USSU – presented by Tasnim Jaisee, USSU President
  - 10.2 Report from the GSA – presented by Rifat Zahan, GSA President
11. **PPC/TLARC/RS AW Committees**
  - 11.1 Request for Decision: Signature Areas of Research Renewal Support Strategy

*It is recommended that pending receipt of USask's renewed Signature Areas of Research by University Council, that the strategy to support the Research Signature Areas be adopted by University Council.*
12. **Academic Programs Committee**
  - 12.1 Request for Decision: Bachelor of Science in Food Industry Management

*It is recommended that Council approve the Bachelor of Science program in Food Industry Management, effective May 2022.*
  - 12.2 Request for Decision: Change to Admissions Qualifications- Master of Physical Therapy Program

*It is recommended that Council approve the changes to the admissions qualifications for the Master of Physical Therapy program, effective the 2023-24 admissions cycle.*
  - 12.3 Report for information: Bioprocessing Option for the Bachelor of Science in Engineering Chemical Engineering Program and Termination of the Biochemical Option
  - 12.4 Report for information: Academic Courses Policy Clause 1.2 – Changes to Syllabi
  - 12.5 Report for information: Degree-level certificates in the College of Arts and Sciences
    - Intermediate Certificate in French Language and Culture
    - Advanced Certificate in French Language and Culture
    - Certificate in Spanish Language and Culture
    - Certificate in Japanese Language and Culture
13. **Governance Committee**
  - 13.1 Notice of Motion: Proposed Revisions to College of Pharmacy & Nutrition Faculty Council Membership

*It is recommended the Council approve the changes to the Faculty Council membership of the College of Pharmacy & Nutrition in the Council Bylaws effective immediately.*

### 13.2 Request for Decision: Proposed Revisions to Council Bylaws

*The Governance Committee recommends the approval of revisions to the University Council Bylaws (as attached) effective April 21, 2022.*

### 14. Planning and Priorities Committee

14.1 Report for information: Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan

### 15. Other business

### 16. Question period

### 17. Adjournment

*Next Council meeting is May 19, 2022 – Please send regrets to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca).  
Deadline for submission of motions to the Executive Committee: April 25, 2022.*

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Join Zoom Meeting:

<https://usask-ca.zoom.us/j/94580064948?pwd=aU9CRzVXK21WemE1V0MycTBMenRIQT09>

Join by Telephone:

Local Saskatoon Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/94580064948>

Join by Video Conferencing Device (SIP):

94580064948@zoomcrc.com

Meeting ID: 945 8006 4948

Passcode: 90730913

Telephone Passcode: 90730913



UNIVERSITY COUNCIL  
Meeting Minutes  
Thursday, March 17, 2022  
2:30-4:30pm  
Via Zoom

**1. Call to Order**

The meeting was called to order at 2:30 pm.

The Chair, Dr. Susan Detmer summarized the meeting protocols.

Carmen Vela from allsaskatchewan.com identified herself as being a member of the media.

No members were connecting by phone.

**2. Tributes**

None.

**3. Adoption of the agenda**

(Bell/Meda): *That the agenda be approved as circulated.*

CARRIED.

**4. Chair's Opening remarks**

Dr. Detmer acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another.

The Chair indicated that non-decision item (information item) questions will be deferred to question period, except for the President's Report as he would be leaving early.

Dr. Detmer reported on the regular monthly meeting between the Council Executive Committee and the President's Executive Committee (PEC), which took place in early February and March. She reported that the discussion topics were the Pandemic Response and Recovery Team (PRT) report, the renewal of the Research Signature Areas and resource allocation, tuition consultations, a brief financial update, and the situation in Ukraine.

**5. Approval of Minutes of the meeting of December 16, 2021**

(Grosvenor/Rayan): *That the minutes be approved.*

CARRIED.

**6. Business Arising**

6.1 Timing of Variance Reports for 2020-21 – Greg Fowler, Vice President Finance and Resources



In follow-up to questions raised at prior Council meetings, Greg Fowler reported that he and Provost & Vice President, Dr. Airini arranged for financial presentations and discussions with the Council Executive Committee. VP Fowler noted that the financial statements will also be brought forward to Council in June 2022. In response to a question, he reiterated that there were financial variances in 2020-21 because of the pandemic, and due primarily to investment returns. Provost Airini added that financial townhalls will be offered in spring/summer.

#### **6.2 Senate Education Committee Requests for Confirmation of Admissions Qualifications Changes**

Dr. Detmer reported that admissions qualifications changes were confirmed by the Senate Education Committee on February 7, 2022. They included admissions qualifications changes for: the Master of Public Health thesis-based option, Master of Arts in Linguistics, and Doctor of Dental Medicine.

### **7. Report of the President**

President Peter Stoicheff named the recipients of the Alumni Achievement Awards.

He expressed his gratitude to those who made the honouring of Black History Month very thoughtful and active.

Regarding Russia and Ukraine, he referred to his statement on the website, stating that the invasion is shocking and extremely concerning. He outlined some of the ways that USask is supporting affected students, faculty, and staff.

The Chair invited questions.

A USSU representative reported that the students' associations have been contacted regarding the war in Ukraine, in particular students' whose families are fleeing the country. They inquired as to the supports being offered to international students. The President responded that financial and other additional supports are being discussed. Deputy Provost, Dr. Patti McDougall noted the existing crisis aid funding available to international students.

There was a question about donating specifically to Ukrainian students at USask. The President reported that a USask website that would be released later that week. Also, that there is a current campaign with the Nasser Family to support the student emergency fund.

Associate Vice President Research, Dr. Dawn Wallin added that the Tri Agencies will have a special response fund available for Ukrainian trainees, including one-year assistance to those whose research has been interrupted and a second stream of funding to support affected Ukrainian trainees and graduate students.

### **8. Report of the Provost**

Dr. Airini noted some of the features of her report. She highlighted the upcoming planning and budgeting townhall on April 11<sup>th</sup>; Indigenous Achievement Week; and reflected on some of the accomplishments of many students in this regard. She thanked those who provide service leadership to the University, and welcomed incoming leaders in various roles.

Questions were deferred to Question Period.

## **9. Pandemic Response and Recovery Team (PRT) Verbal Report**

Dr. Patti McDougall, Deputy Provost, provided an update on the university's response to the COVID-19 pandemic, including case numbers, and offered thanks to colleges and units for continuing their efforts. She reported that a message would be forthcoming regarding the planned discontinuation of the mask requirement as of April 30<sup>th</sup>. She noted that the role and work of the PRT is evolving, and the intensity of its workload may diminish over time. However, they will continue to monitor, respond to, mitigate, and prevent the spread of COVID-19 on behalf of the campus community. She also reiterated that health data collected by USask to date regarding vaccination status is intended to be expunged as of April 30<sup>th</sup>.

Questions were deferred.

## **10. Student Societies**

### **10.1 Report from the USSU**

Tasnim Jaisee, USSU President, presented the report as provided in the materials. Questions were deferred.

### **10.2 Report from the GSA**

Rifat Zahan, President of the GSA, presented the report as provided in the materials. Questions were deferred.

## **11. Joint Committee on Chairs and Professorships (JCCP)**

### **11.1 Request for Decision: E.D. Tymchatyn Chair in Topology**

Dr. Ken Wilson, Vice Provost Faculty Relations, and Chair of JCCP presented the JCCP request for decision. There were no questions.

(Bonham-Smith/Delbaere): *That Council approve the E.D. Tymchatyn Chair in Topology and recommend that the Board of Governors authorize the establishment of this chair effective July 1, 2022.*

CARRIED.

## **12. Academic Programs Committee (APC)**

Dr. Alison Oates, chair of APC, presented the items.

### **12.1 Request for Decision: Change to Admissions Qualifications-Doctor of Medicine (MD) program**

A Council member observed that many medical schools use the multiple mini-interview (MMI) or panel interview approach, and asked whether USask's approach would be overly onerous. They also asked why a four-year degree prerequisite for Medicine can be in any discipline. Dr. Sherrill Bueckert responded on behalf of the College of Medicine, summarizing the current and proposed approaches for interviews. Dr. Bueckert responded that the pre-med degree discipline is up to the students.

There was another question about how the College will accommodate students who cannot take an Indigenous Studies course because it is not available at their institution, and why the indicator for Saskatchewan Connectedness is not shared with the applicants. Dr. Bueckert responded that the Indigenous Studies requirement will not be until 2024-25, and that many other medical degree programs in Canada require similar

prerequisites. She stated that the 'connectedness' assessment is designed to garner authentic responses from applicants. There was a brief discussion about various ways that students can complete the Indigenous studies prerequisite, including online. A Council member suggested that the College to reconsider the 2024-25 start date, and implement the requirement of Indigenous studies immediately.

*(Oates/Yao): That Council approve the changes to the admissions qualifications for the Doctor of Medicine (MD) program, effective the dates outlined in the proposal.*

CARRIED.

#### 12.2 Request for Decision: Change to Admissions Qualifications- Master of Education in School and Counselling Psychology

There were no questions.

*(Oates/Yao): That Council approve the changes to the admissions qualifications for the Master of Education in School and Counselling Psychology, effective the 2023-24 admissions cycle.*

CARRIED.

#### 12.3 Request for Decision: Change to Admissions Qualifications for the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance

There were no questions.

*(Oates/Yao): That Council approve the changes to the admissions qualifications for the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and Kanawayihetaytan Askiy Diploma and Indigenous Lands Governance, effective the 2023-24 admissions cycle.*

CARRIED.

#### 12.4 Request for Decision: Academic and Curricular Nomenclature

There were no questions.

*(Oates/Yao): That Council approve the changes to Academic and Curricular Nomenclature (the Nomenclature Report), effective immediately.*

CARRIED.

#### 12.5 Report for information: Change to Academic Calendar 2022-23

Dr. Oates presented the item as provided in the materials. Questions were deferred.

### 13. Nominations Committee

Dr. Paul Jones, Nominations Committee Chair presented one request for decision and one information item.

#### 13.1 Request for Decision: Dean, College of Dentistry Search Nominations

*(Jones/Lamb): That Council Council approve the nomination of Dr. Marilyn Baetz, Dpt. Of Psychiatry, to the Dean of Dentistry Search Committee effective immediately.*

Dr. Detmer called for nominations from the floor three times. There were none.

CARRIED.

#### **14. PPC/TLARC/RS AW Committees**

##### **14.1 Renewal of Research Signature Areas**

A presentation was provided by Dr. Baljit Singh, Vice President Research, with Tonya Wirchenko, Manager, Executive Initiatives and Projects, covering both agenda items 15.1.1 and 15.1.2.

##### **14.1.1 For Information: Signature Areas of Research**

##### **14.1.2 Request for Decision: Signature Areas of Research Support Strategy**

There were no questions. Dr. Detmer asked that feedback be provided to the Vice President Research via the committee chairs, and copied to the Governance Office. The Provost noted that the renewal of the Research Signature Areas will connect with further collaborative work on teaching and learning.

#### **15. Governance Committee**

Dr. Terry Wotherspoon, Chair of the Governance Committee, summarized the changes. There were no questions. He offered that feedback could also be provided directly to him or Dr. Jacquie Thomarat, Director of Academic Governance, following the Council meeting.

#### **16. Other business**

None.

#### **17. Question period**

There was a request for comment on Bill 61, changes to *The Post Secondary Education and Skills Training Act, 2000* (PSEST). In particular, the changes on the use of performance indicators for funding. Dr. Airini noted that USask was consulted, and that it already uses a performance measurement approach. She offered to bring the indicators to Council again, and reminded Council of the MOU with the Province for USask's multi-year funding. She committed that both the performance indicators and the MOU could be shared with Council (Table 1. Action item no.1). A Council member reiterated the concern about the provincial government's unilateral capacity to set the indicators. Dr. Airini clarified that it is not unilateral, and that USask's performance indicators were co-developed and mutually agreed to. Dr. Detmer, Chair of Council, asked that the matter be referred to PPC (Table 1. Action item no.2).

A Council member expressed concern that the report of the Provost did not mention the outcomes of the College of Nursing Faculty Council's vote of non-confidence in their leadership. Provost Airini responded that there are a number of actions that followed that Faculty Council meeting, including: expanding engagement between students, faculty, and the Dean; planning for expansion of nursing seats to the north; addressing some of the variability in assignment of duties per the collective agreement; and efforts to renew the roles of the leadership team (i.e., three associate dean roles). Dr. Airini indicated that they are striving to build an environment of listening and working together, and that a Dean's Advisory Committee had been established.

A Council member commented that the Indigenous names of the kanawayihetaytan askiy Diploma in Indigenous Resource Management, and the kanawayihetaytan askiy Diploma in Indigenous Lands Governance should be understood authentically, used appropriately, and pronounced correctly by members of the USask community.

Dr. Detmer commented that we should learn the appropriate pronunciation, and that USask should provide learning assistance in this regard. Dr. Airini commented on the positive tone of the conversation, and the importance of language for the work of decolonization. She noted that there are Indigenous language courses available USask.

18. Adjournment

(Grosvenor): The meeting was properly adjourned at 4:32 pm.

Table 1. Action Items

Section	Topic	Action	Responsible
No. 18 (pg. 5)	Strategic funding performance report	Share with Council	Provost
No. 18 (pg. 5)	Multi-year USask funding MOU	Share with Council	Provost
No. 18 (pg. 5)	Council questions and comments	Refer to PPC	Chair of PPC & Provost

Appendix A: Listing of members in attendance

## Attendance Summary - Voting Participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
.	Airini	P	P	P	P	P		P			
Adl	Sina	P	P	P	A	P		P			
Aitken	Alec	R	R	R	P	R		P			
Alcorn	Jane	P	P	P	P	P		P			
Augusta	Carolyn	P	P	P	P	P		P			
Bally	Jill	P	P	P	P	P		R			
Bauman-student	Elisabeth	P	P	A	R	P		P			
Bedard-Haughn	Angela	P	P	P	P	P		A			
Bedard-student	Derek	A	A	A	A	A		A			
Bell	Scott	P	P	P	P	P		P			
Bhatti-student rep	Haseeb	A	A	A	A	A		A			
Bilson	Beth	P	P	P	P	P		P			
Boden	Catherine	P	P	P	A	P		P			
Boland	Mark	P	P	P	P	A		A			
Bonham-Smith	Peta	P	P	P	P	P		P			
Bradley	Michael	R	R	R	R	P		A			
Brothwell	Doug	A	P	P	P	P		P			
Burshtyn	Deborah	P	P	P	P	P		P			
Card	Claire	A	P	P	P	P		P			
Chernoff	Egan	P	P	P	P	P		P			
Chowdhury	Nurul	P	A	P	A	P		P			
Cooper	David	P	P	R	P	P		P			
Dadachova	Kate	P	P	P	P	P		P			
DaSilva	Keith	P	P	P	P	P		P			
Dawson	DeDe	P	P	P	P	P		R			
de Boer	Dirk	P	P	A	P	A		P			
Delbaere	Majorie	P	P	P	A	P		P			
Deters	Ralph	P	P	P	P	P		P			
Detmer	Susan	P	P	P	P	P		P			
Downe	Pamela	P	P	P	P	P		P			
Gabriel	Andrew	P	A	A	A	A		A			
Gebreab-student	Henok	A	A	A	A	A		A			
Gjevre	John	P	P	P	P	P		P			
Grosvenor	Andrew	P	P	P	P	P		P			
Gyurcsik	Nancy	P	P	P	P	P		P			
Harasymchuk	Robert	P	P	P	P	A		P			
Harrison	William	A	A	P	A	A		P			
Hassan-student rep	Dalia	n/a	n/a	n/a	n/a	n/a		P			
Hogan	Natacha	P	A	P	A	P		A			
Jacob-student rep	Sharon	A	A	A	A	A		A			
Jamali	Nadeem	P	P	P	P	P		P			
James-Cavan	Kathleen	P	P	P	P	P		P			
Jensen	Gordon	P	P	P	P	P		P			
Jones	Paul	P	P	P	P	P		P			
Just	Melissa	R	P	P	P	P		P			
Kahn-student rep	Maria	R	A	P	A	A		A			
Kalra	Jay	P	R	P	P	P		P			
Khandelwal	Ramji	P	P	P	P	P		R			
Kim-student rep	David	A	A	A	A	A		A			
Kresta	Suzanne	R	P	P	A	P		A			
Lamb	Eric	R	R	R	R	P		P			
Larre	Tamara	P	P	P	A	P		P	R	R	R
Lindenschmidt	Karl-Enrich	P	A	P	P	A		A			
London	Chad	P	P	R	P	P		P			
Lovick	Olga	P	P	P	P	P		R			
Luke	Iain	A	R	R	A	A		A			
Lummerding-	Dominque	A	A	A	A	A		A			

Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
Macfarlane	Cal	A	A	A	A	A		A			
Maguire-student	Robert	n/a	P	P	P	R		A			
Makarova	Veronika	P	P	P	A	P		P			
Mamun	Abdullah	P	P	R	P	P		P			
Manley-Tannis	Richard	R	R	R	P	R		R			
Marche	Tammy	P	P	P	A	P		A			
Martin	Stephanie	P	P	P	R	P		P			
Martina-Koechl	Natasha	P	P	P	P	P		P			
Meda	Venkatesh	P	P	P	P	P		P			
Mousseau	Darrell	P	P	A	P	P		P			
Muir	Gillian	P	R	P	A	P		A			
Murphy	JoAnn	P	P	P	P	P		P			
Neufeld	Matthew	P	A	P	P	P		P			
Oates	Alison	P	P	P	P	P		P			
Paslawski	Teresa	A	P	P	P	P		P			
Peacock	Shelley	P	P	P	P	P		P			
Perrault-student	Levi	A	A	A	A	A		P			
Phillipson	Martin	P	A	A	P	P		A			
Pocha	Sheila	P	P	A	A	P		A			
Poettcker	Grant	A	A	A	A	A		A			
Pomazon	Alisha	P	P	P	P	P		P			
Rayan	Steven	P	P	P	P	P		P			
Richter	Solina	P	P	P	P	P		P			
Rohs-student rep	Jesse	A	A	A	A	A		A			
Ross-student rep	Cassidy	A	P	P	P	P		P			
Sarjeant-Jenkins	Rachel	P	P	P	P	P		P			
Shevchuk	Yvonne	P	P	P	P	P		P			
Singh	Jaswant	P	A	R	P	P		R			
Singh-student rep	Sanjana	n/a	P	P	A	R		R			
Smith	Preston	P	P	P	P	P		A			
Smyth	Stuart	P	P	A	P	P		P			
Somerville	Kara	P	P	P	P	P		P			
Sorensen	Charlene	P	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Spurr	Shelley	P	P	P	P	P		R			
Squires	Vicki	P	P	P	P	P		P			
Steele	Tom	P	P	R	P	P		P			
Stoicheff	Peter	P	P	R	P	P		P			
Stuart	Glenn	P	P	P	P	P		P			
Szmigielski	Jacek	P	P	P	P	A		P			
Urquhart	Stephen	n/a	n/a	n/a	n/a	P		P			
Vassileva	Julita	P	P	P	P	P		P			
Waldner	Cheryl	P	P	P	P	P		A			
Walker	Keith	P	A	P	P	A		A			
Willenborg	Christian	P	P	P	A	P		R			
Willoughby	Keith	P	P	P	P	P		P			
Woods	Phil	P	P	R	P	P		R			
Wotherspoon	Terry	P	P	P	P	P		P			
Wu	FangXiang	P	P	P	A	P		P			
Xiao	Jing	P	P	P	P	P		P			
Yao	Yansun	P	A	P	A	P		P			
Yu-student rep	Angela	A	A	A	A	A		A			
Zhang	David	n/a	n/a	n/a	n/a	P		A			
Zhang	Lifeng	P	P	R	P	P		P			

COUNCIL ATTENDANCE 2020-2021

**Attendance Summary - Non-voting participants**

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sep 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
Dunbar	Danielle	n/a	n/a	n/a	n/a	n/a		R			
Fowler	Greg	P	P	P	P	P		P			
Iftikhar-USSU VP 2021-22	Tauqeer	P	P	P	P	P		P			
Isinger	Russell	P	P	P	A	P		P			
Jaisee-USSU President 2021-22	Tasnim	P	P	P	A	P		P			
Jamie	Angela	A	A	A	P	A		A			
Kaminski-Senate rep	Nicholas	P	A	P	A	A		A			
Pozega Osburn	Debra	R	P	P	P	R		n/a	n/a	n/a	n/a
Singh	Baljit	A	P	A	A	R		P			
Still	Carl	P	P	P	P	P		P			
Thronberg-Senate rep	John	P	P	A	A	P		A			
Willness	Chelsea	P	P	P	P	P		P			
Wilson	Jay	P	P	A	P	P		P			
Zahan-GSA Pres 2021-22	Rifat	P	P	P	P	R		P			





# PRESIDENT'S REPORT TO COUNCIL

## April 2022

### Updated COVID-19 Safety Measures

On April 13, the Pandemic Response and Recovery Team (PRT) provided an update on health and safety measures at USask as we move into spring and summer sessions. They also thanked all members of the university community for their commitment to Protecting the Pack and adherence to the health and safety measures that have been in place. Because of that commitment we have been able to minimize disruption to teaching and research activity, limit on-campus transmission of COVID-19 and its variants, and avoid contributing significantly to case numbers in the broader community.

As outlined in the [February 11 update](#), the wearing of three-ply single-use masks has been required for everyone accessing USask campuses and in all indoor locations until April 30. With the increase in positive cases throughout the province and city, **the mask requirement will be extended to June 30** to increase the safety of the campus community and to minimize disruption to core university activities. USask recognizes the importance of masking in preventing transmission of airborne illness such as COVID-19, cold and flu. Masking, along with being fully vaccinated and boosted, is the surest way to protect yourself and others from COVID-19 and its dangerous variants.

Approved masks include single-use 3-ply-nonmedical-and-medical, N95, KN95s and, [double masking](#) with a cloth mask over single-use 3-ply. An approved mask must be worn in all indoor spaces, including:

- Hallways, lobbies, washrooms and elevators
- Libraries
- Classrooms
- Laboratories - [laboratory mask use](#)
- Meeting spaces
- Study spaces
- Recreation facilities
- Shared offices - **masks may be removed in private work offices when the individual is the lone occupant of the space but if someone enters the office, you must don your mask.**
- Residence - masks must be worn in all common and designated areas outside of private living space.

Depending on local risk assessments including the impact on core activities, some exemptions for activities such as external events, may be provided. The mask requirement, based on case numbers,

wastewater viral load, public health data and forecasting, on-campus transmission and other information, will be reassessed throughout the coming months.

In addition to the masking requirement, staying home if you are feeling sick (even if it isn't COVID-19 or you're not sure, and even if you have a negative rapid COVID test result) and not coming to campus until you are symptom free for 48 hours is required, will remain a mandate at this time.

While we anticipate the health and safety mandates and guidelines at USask campus and work locations to continue to lessen over the summer months, be assured that PRT is still actively monitoring the pandemic. They are keeping a close watch on USask case numbers, variant emergence, and public health data and recommendations to determine the level of health and safety measures necessary to keep the campus and broader community safe. PRT will provide timely and relevant updates should any changes to guidelines be necessary. As well, PRT will provide an update on Fall Term planning well before it begins.

As we have seen with the pandemic over the past two years, it is unpredictable and the best way to defend against it is to be fully vaccinated and boosted, and to wear an effective mask. The university has a responsibility to implement the necessary measures to protect students, faculty, staff, and visitors to campus from known dangers on campus, such as the spread of COVID-19, and will do so once again should it be necessary.

## **USask senior leaders embracing anti-racism/anti-oppression education**

Dr. Verna St. Denis, advisor to the president on anti-racism/anti-oppression, and Liz Duret, senior diversity and inclusion consultant, are leading senior leadership in anti-racism/anti-oppression education in order to help make campus a more inclusive and welcoming place for all students, staff and faculty.

In my statement and commitment to action on anti-racism I required all senior leaders – vice-presidents, deans, executive directors - to engage in anti-racism/anti-oppression education. I know our senior leadership team is committed to making our university a more inclusive, safe and supportive place for all students, staff and faculty members.

Dr. St. Denis and Ms. Duret and their team are currently providing education and training to approximately 45 members of USask's Senior Leadership Forum (SLF) and the President's Executive Committee (PEC), with the eight-module sessions set to conclude in June when all senior leaders will present to their cohorts a framework and a plan going forward to build and lead an anti-racist university. USask has also adopted a new Indigenous Strategy, and is finalizing its Equity, Diversity and Inclusion Strategy and Action Plan, as well as expanding unconscious bias training, and enhancing discrimination and harassment prevention services.

## USask led multi-disciplinary team helping to develop strategy for virtual care

Internationally renowned virtual care pioneer Dr. Ivar Mendez (MD, PhD) of the University of Saskatchewan (USask) and the Saskatchewan Health Authority (SHA) is leading a large group of experts to help the province develop a long-term strategy for delivering health services remotely.

During the COVID-19 pandemic, health-care providers across Saskatchewan quickly adopted new methods to safely connect with patients through virtual care – from phone calls to video chats. Now, as Saskatchewan continues to see a sustained jump in virtual care services, the government is looking to develop a long-term provincial strategy.

To help create this roadmap for delivering integrated and patient-centred virtual care as part of regular equitable health services, a team of clinical and research experts from USask has been awarded \$150,000 by the Saskatchewan Health Research Foundation (SHRF) through a collaboration with the provincial Ministry of Health to further virtual care in Saskatchewan.

This collaborative team of 19 researchers, knowledge users and policy makers will work with the Ministry of Health and is funded by SHRF under its Solutions Program. This program aims to mobilize the research community and knowledge users to focus and co-ordinate the diverse skills and perspectives of its members to address Saskatchewan health challenges and implement research in real-world, practical settings. Mendez is the provincial head of surgery and director of the Remote Presence Robotics Laboratory. The team's co-principal investigators are Dr. Paul Babyn (MD), physician executive, Provincial Programs, SHA, Dr. Caroline Tait (PhD), Métis medical anthropologist and knowledge user, Dr. Vern Behl (MD), SHA senior medical information officer, and Dr. Stacey Lovo (PhD), faculty member in USask's School of Rehabilitation Science.

## Provincial Budget 2022

On March 23, the Government of Saskatchewan announced its 2022-23 budget, which confirmed the province's continued commitment to deliver on a multi-year funding agreement to support shared priorities and support financial sustainability.

The multi-year funding commitment provides incremental investment to support COVID-19 recovery, revenue generation, sector collaboration and achieving strategic initiatives outlined in the Growth Plan. This is the second year the government has delivered on a multi-year funding commitment to support shared priorities and support financial sustainability. This commitment enhances our ability to forecast and plan, and elevates opportunities for improved financial predictability and supporting the government's growth plan.

The announced funding also demonstrates the Government of Saskatchewan's recognition of the value USask provides to the province, and the positive impacts of the graduates and the ground-breaking research taking place here. The past two years of the pandemic have been challenging for USask, as with all universities, and we are grateful for the government's support in uncertain times. The University of

Saskatchewan and the Government of Saskatchewan continue to show how a shared focus on teaching, learning and research can benefit the people of our province.

The 2022-23 budget is available online at [www.saskatchewan.ca/budget](http://www.saskatchewan.ca/budget)

## **USask report identifies sectors putting global freshwater resources at risk**

A new report led by University of Saskatchewan (USask) researchers reveals how industry practices are driving critical threats to global freshwater systems, including groundwater depletion, metal contamination, plastic pollution, and water diversion.

**The Global Assessment of Private Sector Impacts on Water** makes clear that several key industries like food products, textiles and apparel, and others that are not typically top-of-mind such as pharmaceuticals and mobile technology products, stand out as the biggest contributors to these threats.

Dr. Jay Famiglietti (PhD), executive director of the USask Global Institute for Water Security (GIWS), who led the team of researchers working on the report, says now is the right time to make changes to how industries and consumers think about how much freshwater is being used in the products we purchase and the food we eat.

Authors of the report wanted to provide investors, businesses, and stakeholders with core actions towards better water threat mediation and innovation that includes water quantity, water quality, ecosystem protection, access to water and sanitation, and public policy engagement and water governance.

The report, co-developed with the support of U.S.-based not-for-profit group [Ceres](#), comes as the latest report from the [Intergovernmental Panel on Climate Change](#) warns of how the world stands on the precipice of unavoidable and irreversible adverse impacts from rising temperatures.

# Provost's Report to Council

April 2022

Provost's report to University Council

April 6, 2021

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hǎn. ǎdłanet'e? taanishi. Aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

## GENERAL REMARKS

This report provides updates as well as indications of our progress towards achieving the aspirations in our University Plan 2025.

### Sustainability Faculty Fellowship

In early March, the Provost's office launched the [Sustainability Faculty Fellowship](#) initiative as a key part of the education strand of the sustainability strategy.

The [University Plan 2025](#) calls for us to be The University the World Needs.

Through *nakaatayih̓taamoowin*, we understand sustainability to mean protecting and honouring the wellness of all humanity and creation by taking care of the relationship with which we've been entrusted — with the land, with the air and water, with our students, colleagues, and neighbours — guided by mindfulness, respect, and reverence. The USask [Sustainability Strategy](#) builds on our University Plan 2025, outlining key goals related to teaching and learning. This fellowship program is a significant initiative that will move us towards these goals.

Successful candidates will work with a cohort supported by the [Gwenna Moss Centre](#) and receive funding over two years (2022/23, 2023/24) to:

- Modify a course so students can develop the USask sustainability competencies (Year 1).
- Support other faculty members in the department or school in embedding sustainability competencies in their teaching (Year 2).

### Tuition Rate Setting

University of Saskatchewan (USask) tuition rates for the 2022-23 school year (beginning in the Fall 2022 Term) have been finalized and are now available at [usask.ca/tuition](https://usask.ca/tuition). Tuition planning and recommendations are informed through conversations with students and campus leaders, including deans and executive directors. These conversations assist us in advancing the university's academic mission within our means. This year, the work began with a set of recommendations on how to improve tuition consultation activities. High on the list for students was the successful introduction of information modules that help students understand university finances, budgeting and resource allocation with a particular focus on how tuition is spent. Further, students participated in USask's pilot survey to seek input on needed investments for high quality academic programming and student experience alongside recommendations on areas for disinvestments. Information regarding the tuition consultation process, including a summary of the survey results, found [here](#).

Every year, the tuition rates are presented to the Board of Governors prior to public release, guided by five principles: comparability to similar programs; accessibility and affordability for students, enabling the high quality of our programs; predictability of tuition to support longer-term planning for students, and transparency through consultation with students to ensure a common understanding on tuition.

[The Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding \(MoU\)](#) between USask and the government is a key feature of the university's initiative to make tuition decisions more transparent and predictable for USask students. USask is fortunate that the provincial operating grant is a firm foundation for enabling the university to deliver high quality education and to provide a wide array of supports for students. However, this operating grant alone is not sufficient to meet all financial needs and obligations. Tuition is a necessary source of revenue, now more than ever. Tuition revenues are used to ensure we provide high-value programs and enhancements to programs, and services for students. Tuition revenue constitutes about 16% of the university's comprehensive revenue.

Along with the tuition decisions, USask also provides financial support with equitable access for students who are most in need of support to continue or to begin their university education. To assist with affordability and accessibility, the University of Saskatchewan provides \$54 million annually in financial aid, through scholarships, bursaries, tuition waivers and crisis aid. Students are our highest priority, and we will work with them to ensure their needs, financial and otherwise, are supported wherever possible. In the coming year, needs-based funding in the amount of \$700,000 will be set aside for continuing international undergraduate and master's student financial support. The support provided to international students through these mechanisms is approximately 10 per cent of the overall new tuition revenue stemming from the increase to international student tuition.

The tuition change for the 2022/23 academic year is a weighted average increase of 3.8 per cent for undergraduate students, and 1.6 per cent for graduate students. To illustrate, a USask domestic student's tuition in an undergraduate Arts program with a full load of courses will change from \$6,710 to \$6,978 (a \$268 increase) for the upcoming year, and an international student's tuition will change from \$20,131 to \$25,131 (\$4,990 increase) for the same program due to the combined rate and differential changes.

In terms of standard Masters thesis-based programs, a domestic student's annual tuition will change from \$4,473 to \$4,698 (\$225 increase), while the international student's annual tuition will change from \$8,096 to \$9,396 (\$1,300 increase) due to the combined rate and differential changes. A standard Ph.D. student's tuition will change from \$4,473 to \$4,698 (a \$225 increase), while the international student's annual tuition will change from \$8,096 to \$4,697 (a \$3,400 decrease) due to the combined rate and differential changes.

International differential rates—a common practice at most Canadian universities—will increase from 3.00 to 3.60 for undergraduate students and 1.81 to 2.0 for masters programs, continuing to remain below most U15 comparators. As described above, needs-based funding will be set aside for international undergraduate and masters students to support those most impacted by these changes. Beginning in the fall of 2022, all USask international PhD students will now pay the domestic rate to recognize the importance of attracting top international PhD students to our research and teaching mission.

With these tuition rates, our tuition levels remain comparable to other Canadian U15 medical-doctoral universities (the U15 is a collective of Canada's top 15 research-intensive universities).

Student fees will return to pre-pandemic levels and, in some instances, will increase due to inflation. Information on student fees, both fees for USask and fees collected on behalf of a variety of partners, including the University of Saskatchewan Students' Union and Graduate Students' Association, can be found on the [tuition and fees website](#).

## Teaching, Learning and Student Experience

### - USask Prince Albert Campus

Discussions are underway to explore expanding programming at USask PA. The campus continues to offer face-to-face and online courses from the Colleges of Agriculture and Bio-Resources, Arts and Science, Dentistry, Education, Edwards School of Business, Kinesiology, and Nursing. In addition, the Prince Albert Campus offers a state-of-the-art dental clinic that is open to the public. Dental students from Saskatoon attend the on-campus clinic in 6-week rotations and provide dental care services to the community and experience a rich learning opportunity. The College of Nursing is in the midst of incredible growth in Prince Albert, with a significant increase in students for the 2022-2023 academic year. All faculty and staff are welcome to visit the USask PA campus for a tour and to imagine future possibilities.

### - Accommodate

This spring, students registered with Access and Equity Services and instructors will have access to a new web-based system called Accommodate to help manage academic accommodations.

More than 2,800 students are registered with AES, and that number continues to grow. Unlike the current system, which is nearing the end of its life, Accommodate can support these growing numbers in a more streamlined way.

The University of Saskatchewan is guided by the Saskatchewan Human Rights Code and is required to provide accommodations to students who experience barriers to their education on the basis of prohibited grounds. For more information on the duty to accommodate and the roles and responsibilities of the university community, please review USask's [Duty to Accommodate policy](#).

To understand how to use and navigate the new system, how-to videos, help articles and Canvas courses will be available in early spring. For more information, watch this short [two-minute video](#). More detailed information will be communicated throughout the spring and summer. If you have questions, [please reach out](#).

## Indigenous Engagement

With the increase in findings of unmarked graves at former residential school sites, the [Mistatimōk Committee](#) is now hosting monthly gatherings to honour residential school students and their families. These gatherings are a time for remembrance, respect, and compassion for the lives lost and the survivors of these ongoing discoveries. We are committed to holding these gatherings on the last Thursday of every month at 4 pm and wearing our orange shirts every Friday; please join us.

Many supports are available at the [Student Wellness Centre](#) and [Student Affairs and Outreach](#). Staff and faculty can access confidential counselling through the [Employee and Family Assistance Program](#).

The following community-based supports and resources are also available:

- [Indigenous Wellness Support Page](#) and our [Employee and Family Assistance program](#)
- [Library exhibit](#) and the guide to accompany the exhibit [Not Just Another Day Off: Orange Shirt Day and the Legacy of Indian Residential Schools: Home](#)



- [#actonreconciliation](#) is a campaign spearheaded by the Saskatoon Tribal Council and encourages everyone to act on reconciliation. This is an opportunity for deeper discussions and education to support the new National Day for Truth and Reconciliation and Residential and Day School Survivors.

## COLLEGE AND SCHOOL UPDATES

### College of Pharmacy and Nutrition

The Indigenous Initiatives Committee of the College of Pharmacy and Nutrition has launched a new initiative, **#SoarwithCoPN**, to enhance indigenous student enrollment, and indigenous faculty and staff recruitment to the college. This campaign will capture the experiences, interests, and successes of indigenous students, alumni, faculty, and staff and feature uplifting stories to be shared with the college and the campus community. Stay tuned!

### College of Education

#### 27th Annual National Congress on Rural Education in Canada

The Department of Educational Administration and Saskatchewan Educational Leadership Unit (SELU) hosted the 27th Annual [National Congress on Rural Education in Canada](#) on March 27 and 28. This year, the conference partnered with USask's International Office/People Around the World 2022 to engage with a vast international audience, and featured virtual and in-person options. Positioned around the theme "Rural Education for a Sustainable Future", the congress highlighted global perspectives on rural and remote education and sustainability research. Keynote speakers included Dr. Maureen Reed, professor and UNESCO Co-Chair in Biocultural Diversity, Sustainability, Reconciliation and Renewal from USask's School of Environment and Sustainability, and an Indigenous Elder, educator and student panel focused on land-based education in Cumberland House, SK. Over 200 people from across Canada and around the globe participated.

### College of Arts and Science

#### College of Arts and Science Community Outreach and Engagement Initiatives

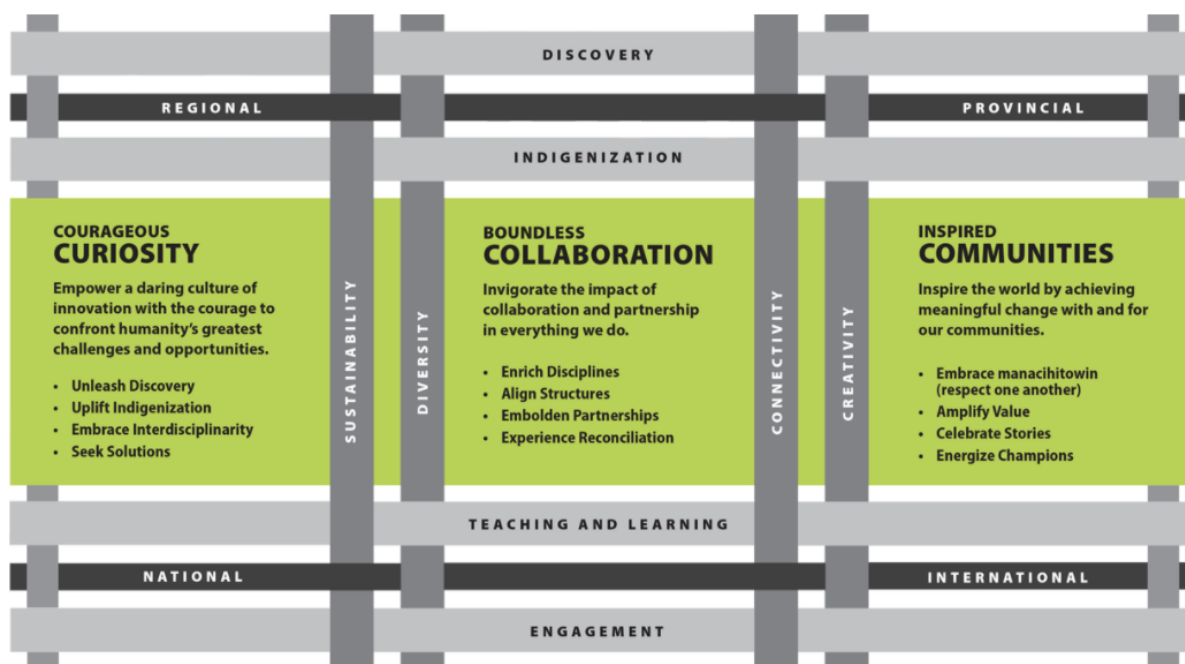
On International Women's Day, it was announced that through funding of \$100,000 from the Canada Council for the Arts *Digital Now* program, the Capacitator project for trans, non-binary, Two Spirit and gender non-conforming artists in Saskatchewan was established. This includes establishing a new Art Auntie position in the USask Art Galleries and Collections, the first of its kind at the University.

The Kamskénnow Science Outreach Program was again successful in its application to the NSERC PromoScience program securing \$162,000 over three years. Kamskénnow "provides culturally inclusive science and mathematics activities to Community Schools in Saskatoon."

The Museum of Antiquities has been awarded a SaskCulture Museum Grant of \$60,000 over two years to support student positions, programming, and operations. The Museum Grant from SaskCulture was renewed for the Museum of Natural Sciences for \$24,000 over two years.

March 28 was the third annual College of Arts and Science "Think Big – Be Bold" Celebration Day, a day to celebrate progress on the college plan and the "Put Students First" commitment. We have posted a news story about the celebration:





## University 2025 Plan Aspirations: Tracking our Progress

The following events and initiatives, of the many across our university, featured during the past recent months. News items from our colleges and schools, related to each of our University 2025 Aspirations, are included.

### Transformative decolonization leading to reconciliation

ê-kiwêtotamahk anima kâkî-mîkôsiyahk pîkiskwêwin | USask professor bringing back the languages of Turtle Island. For Dr. Kevin wâsakâyâsiw Lewis (ipkDoc), every Indigenous person has the [right to learn their language](#).

### Distinguished Learners

Like many people around the world, the COVID-19 pandemic has taken a toll on Brody Burns mentally, emotionally and physically. However, [the University of Saskatchewan graduate student](#) also feels fortunate to have a creative outlet to help him deal with the ongoing global health crisis.

### Meaningful impact

Jillian Senécal hopes [her research project](#) will help bring traditional Indigenous family values to child welfare policy. In Saskatchewan, Indigenous children account for more than 86 per cent of children in care. It's a statistic Jillian Senécal, Johnson Shoyama Graduate School of Public Policy [Master of Governance and Entrepreneurship in Northern and Indigenous Areas](#) (GENI) student, is all too familiar with—one she hopes to help change.

University of Saskatchewan research [shows therapy dogs can help reduce pain](#) and improve well-being for people treated in emergency rooms. The St. John Ambulance therapy dog teams were introduced for 10-minute visits at the Royal University Hospital emergency department in Saskatoon. Patients reported clinically significant changes in pain, anxiety, depression and well-being after the canine intervention compared to treatment without.

## REVIEWS, SEARCHES, APPOINTMENTS

### Reviews:

- Dean Suzanne Kresta, College of Engineering (winter 2022)

### Searches:

Commencing FY 2021-22

- Dean, College of Arts and Science (winter 2022)
- Dean, College of Education (winter 2022)
- Dean, College of Dentistry (spring 2022)

Commencing in FY 2022-23

- Vice-Provost Indigenous Engagement (winter 2023)
- Vice-Provost, Teaching, Learning and Student Experience (winter 2022)

### Appointment:

- Dean, Edwards School of Business: Congratulations to Dr. Keith Willoughby who has been renewed as dean.

## COLLEGE AND SCHOOL EXECUTIVE MEMBERS:

### Appointments

Sincere thanks to all those who provide service leadership to our university. We welcome the following leadership appointees:

- John Bath has been appointed as Head of the Department of Art and Art history, College of Arts and Science, for five years, effective July 1, 2022, to June 30, 2027
- Carla Orosz has been appointed as Head of the Department of Drama, College of Arts and Science for a period of up to five years, effective July 1, 2022, to June 30, 2027
- Hayley Hesseln has been appointed as Acting Head of the Department of Agricultural and Resource Economics, College of Agriculture and Bioresources, for a period of up to one year, effect July 2022, to June 30, 2023
- Charity Evans has been appointed Associate Dean, Academic, College of Pharmacy and Nutrition, for an initial five-year term effective July 1, 2022, up to June 30, 2027

**thank you**

**mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy**

UNIVERSITY COUNCIL

REQUEST FOR DECISION

(Submitted April 8, 2022, version updated as of April 13, 2022)

Presented by: Stephen Urquhart, member of Council

Date of Meeting April 21, 2022

Subject: Continuation of Mask Requirement

~~**Motion #1** (Urquhart / Vassileva) That University Council recommend to the President and the Board of Governors that the mask requirement at University of Saskatchewan be kept in place until June 30, 2022.~~

**Motion #2:** (Urquhart / Vassileva) That University Council recommend that the President direct the Pandemic Response Team to provide, in writing to Council, the scientific and public health evidence in favour of dropping the mask requirement, before this mask requirement ends.

**Purpose**

The University of Saskatchewan Act gives University Council the responsibility to oversee and direct the University's academic affairs (§60, University of Saskatchewan Act). While the responsibility for ensuring a safe working environment belongs to the Board, Council has the authority to 'make recommendations to the president, the board or the senate respecting any matters that the council considers to be in the interests of the university', per §61(1)(e) of the Act.

**Context and Background:**

Currently, University policy requires all 'faculty, staff, students, visitors and contractors...' to '...wear approved masks in all indoor spaces and outdoor spaces on USask campuses'.

~~This policy is effective until April 30, 2022. University administration has not communicated if this policy will be renewed for May 1, 2022. Without explicit action by university leadership to renew this policy, mask requirements will end on May 1, 2022.~~

Scientific consensus is that Covid-19 is an airborne, aerosol-spread disease, and that masks and other behaviors are effective in reducing transmission:<sup>1,2</sup>

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<sup>1</sup> J. M. Samet et al., PNAS, 2021, 118(45) e2116155118, <https://doi.org/10.1073/pnas.2116155118>

<sup>2</sup> C.C. Wang et al, Science, 2021, 273(6558), <https://doi.org/10.1126/science.abd9149>

- ‘1) SARS-CoV-2 is transmitted by aerosols;*
- 2) effective measures are available to reduce transmission, including masks, social distancing, and ensuring sufficient building ventilation and using HEPA (high-efficiency particulate air) filtration; and*
- 3) layered interventions are needed to address the multiple pathways leading to infection by SARS-CoV-2.’<sup>1</sup>*

**The wearing of masks is not onerous.** The high degree of compliance during the winter term is evidence of this fact. **Given that the on-campus impact of Covid-19 is increasing,**<sup>3</sup> it is inexplicable why university leadership has not extended this simple, evidence-based method to reduce the transmission of Covid-19.

The first motion may become unnecessary if university leadership extends the mask requirement before the date of the April Council meeting. If this extension occurs, the second motion remains relevant. The second motion is intended to provide the scientific and public health evidence considered by the PRT **at the time** the decision to allow the mask mandate to expire without further extension was or is made. As the PRT terms of reference include mechanisms to monitor the Covid-19 pandemic and develop transition strategies that allow a return to prior phases of opening, it is improbable that the PRT would not revisit Covid case data and emerging scientific and public health evidence in the lead-up to the expiry of the mask requirement.

The second motion intends that this scientific and public health evidence – from experts working within their scope of competency – be provided to Council before the mask requirement expires, that is, ~~by April 30 if the mask requirement is not extended, or~~ before the new expiry date if the mask requirement is extended.

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<sup>3</sup> Weekly case counts, email from Jeff Lindsay (April 1, 2022).

Week Ending	On-Campus Impact	Remote	Total
3-Feb	98	84	182
10-Feb	109	135	244
17-Feb	126	107	233
24-Feb	25	26	51
3-Mar	44	101	145
10-Mar	75	44	119
17-Mar	98	15	113
24-Mar	127	27	154
31-Mar	178	16	194

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April 2022

With final exam season all across campus, we have been largely engaged with our student community in this last month ensuring their voices are being heard and their academic and non-academic needs are being met.

### **University Students' Council (USC)**

USC met weekly during March to take on many conversations. A big highlight of our work this last month included passing the annual USSU budget.

Our March Council Addresses firstly included Lucas Kobashi, our SafeWalk Coordinator to speak about his role and the duties of his office in ensuring a safer campus. Next, Rachel Sargeant-Jenkins came to speak with councillors regarding library updates and feedback from students regarding new programs. Our last Council Address was from Dr. Angela Jamie, she spoke with our Members of Students' Council (MSCs) regarding the ohpahotân | oohpaahotaan, the Indigenous Strategy for the University of Saskatchewan.

### **Association of Constituency Presidents (AOCP)**

AOCP recently delivered a letter to President Stoicheff and Provost Airini regarding where students would like to see their tuitions be invested. This letter calls for continued communication plans between student societies and Deans from respective colleges. Additionally for increased investments to the Student Wellness Centre and distribution of Mensural Hygiene Products across campus washrooms. In follow up, AOCP had a great discussion with Provost Airini as the Presidents highlighted feedback regarding how they want to see campus move towards a brighter future.

### **Women in Leadership (WIL)**

For WIL, this year we were excited to re-initiate our in-person annual Gala highlighting the important work of women leaders. Our first panel during the Gala included Huskies Representatives: Shannon Chinn, Lisa Thomaidis, Bailee Bourassa and Averie Allard. They spoke about uplifting women in sports and dismantling systemic barriers of representation in the media. Our second panel for the Gala included Dr. Manuela Valle-Castro, Dr. Patti McDougall, Norma Gunningham-Kapphahn (Executive Director, Saskatchewan Human Rights Commission) and Cara Bahr (YWCA CEO). All proceeds from the Gala went to YWCA.

### **Experience in Excellence/Teaching Excellence Awards (EIE/TEA)**

After two years we brought back the EIE/TEA awards in-person. This was a day to celebrate and recognize diverse talents on campus from students, instructors, and faculty. This year we added a new student award titled the Equity Enhancement Award and a new instructor award titled the Open Educational Resources Award. List of the award recipients will be updated to our website: [www.ussu.ca](http://www.ussu.ca).

### **Sustainability**

We met with the Office of Sustainability to discuss updates to our Sustainability MOU. We discussed the current Sustainability goals on campus. We recognize the importance of involving a campus at large approach to sustainable infrastructures involving all colleges. We also recommended collaborations with student groups towards sustainability initiatives on campus. We additionally continue to emphasize the importance of centralizing Indigenous ways of knowing within the conversation of sustainability.

### **Symposium**

Our USSU Symposium this year secured an in-person poster conference for a large number of students to attend. Students set up research posters in North Concourse and presented to judges for a chance to win a wide range of awards. We are strongly appreciative of the support from Dr. Merle Massie in the success of the Symposium.

### **Centres**

Our Centre Coordinators have been busy wrapping up their terms. Pride Centre has been working on getting a pamphlet created that shares location information of gender neutral washrooms on campus. In addition, Sex Week highlighted a wide range of queer sexual health awareness and resources to students. The Help Centre has been continuing their weekly mental health support groups. They also initiated a successful paint night during Mental Health Awareness Week. The Women's Centre hosted a mensuration resources session and has been working on safe campus resources. The SafeWalk Centre has been recruiting volunteers and will be continuing to work with the library especially highlighting the importance of masking indoors. The Food Centre continues to serve students with meal kits to focus goal of food security for all students.

### **Looking Forward**

As outgoing execs, we welcome the 2022-23 USSU execs: President Abhineet Goswami, Vice-President Operations and Finance Lia Storey-Gamble, Vice-President Academic Affairs Sharon Jacob and Vice-President Student Affairs Punya Miglani.

As outgoing execs, we led the USSU strong in our values of Equity, Diversity, Inclusion and Decolonization, Anti-Oppression and Anti-Racism and much more. It has been an honour

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serving students towards a path of advocacy for a future with more accessible and affordable education. We truly appreciated the support from our student community in electing us into these exec roles last year and for allowing us to serve as their representatives throughout our tenure.

With Respect,

Tasnim Jaisee, President  
Abhineet Goswami, Vice-President Operations and Finance  
Tauqeer Iftikhar, Vice-President Academic Affairs  
Nickol Saenz, Vice-President Student Affairs



University of Saskatchewan Graduate Students' Association

GSA's Report - University Council Meeting, April 2022

Dear Members of University Council,

As the current GSA Executives come closer to the end of the tenure, we would like to thank all the members of council for having us in these meetings and listening to our many requests and concerns brought forward by GSA. It has been a tremendously successful year for GSA in terms of student support, advocacy, initiatives, etc. In this report we will present some initiatives that the Executives have been working on and some updates from the Executive team, which includes:

**1. Requesting a Seat for Graduate Students to Represent at Board of Governors**

The Graduate Students' Association (GSA) has been advocating for a seat in the Board of Governors for many years. The University of Saskatchewan Graduate Students' Association is the only Graduate Students' Association among U15 universities, which does not have a seat in the Board of Governors. We acknowledge that unless the 'Saskatchewan Act' reopens, the 'University Act' also does not reopen. Therefore, GSA is requesting the senior leaders that once the 'Saskatchewan Act' reopens, the voices of graduate students need to be heard and therefore, would like to request a seat for graduate students at the Board of Governors' be ensured through the reopening of 'University Act'.

**2. Recent Tuition Hikes for Graduate Students**

When the university is reopening following the global pandemic, the graduate students at the University of Saskatchewan are seeing hikes in their tuition, even though not all the students have recovered from the financial, mental, and emotional stress of the pandemic yet. Specially, increasing standard thesis-based Masters tuition fees for international students is not really feasible at this post-pandemic time.

The tuition increase projection presented by College of Graduate and Postdoctoral Studies (CGPS) translates to a 21.55% more tuition fees for students to pay during 2023-2024 academic year compared to 2020-2021 academic year. On the other hand, international students enrolled in the standard priced Masters program will see 8.6%, 26%, 48.83%, 56.27% more tuition fees during 2021-2022, 22-23, and 23-24 academic year compared to 2020-2021 academic year.

The university's decision to approach the U15 standard in terms of tuition fees is not realistic given the fact that there exists variation in terms of student experiences, funding packages, and financial support in other U15 universities. Canada's economy is heavily benefitted from the innovation of



the research work conducted by international graduate students, as low tuition rate, and good funding package attracts more international students in this country. With the proposed tuition increase in the next few years, the GSA is afraid that the province of Saskatchewan will be behind other U15 universities in terms of innovation and socio-economic development.

The GSA strongly supports this freezing of tuition once a student starts their academic program when scholarship/stipend does not increase the same way tuition rate increases in the following years.

### **3. Delay in Graduate Studies and Minimum Guaranteed Funding Enhancement**

The GSA Executives are working with the CGPS to inquire into the delay in degree programs. Unlike many other U15 universities, the graduate students at the University of Saskatchewan take longer than usual to finish their degrees, which adds financial stress in students' lives, education becomes more expensive, and students are delayed in many important life-decisions.

The minimum guaranteed funding that students receive in this university does not reflect the median time needed to finish their degrees. For example, doctoral students take over six years to finish a PhD. However, the minimum guaranteed funding that they receive in their first year is usually around for three years. And the funding amount is way below the minimum wage a person can make in Saskatchewan.

There is no option for graduate students to study part-time and work full-time to support the skyrocketing education costs. Therefore, GSA is requesting minimum guaranteed funding for PhD students to be at least four years, for thesis-based Masters students to be at least three years.

The GSA is also requesting the University to consider providing parental benefits to graduate students during their parental leave.

### **4. Solidarity for Ukrainian Students**

GSA is aware of the ongoing invasion of Ukraine, and many Ukrainian international students studying on our campus are facing difficulties. With the Canadian Federation of Students, GSA requests that the University of Saskatchewan provide support and services to students who need to receive:

- Immediate access to mental health resources without any delay in wait times. GSA also requests that where possible, culturally sensitive and trauma-informed counselling should be provided in English, Ukrainian, Russian, and/or other Eastern and Central European languages.
- Access to proper culturally relevant spiritual counselling where desired.
- Academic accommodation on compassionate grounds for students impacted by the invasion of Ukraine.
- Assistance to those who need support for their immigration status and tuition.

### **5. GSA 3MT Thesis Competition**

The GSA was able to host the first in-person event in two years since the pandemic: the 3MT Competition. This event was sponsored by the CGPS. Students from different research backgrounds presented their work in 3 minutes. The winner from the university-level competition will go to the Western Regional Competition, which will also be sponsored by CGPS.

#### **6. GSA Tax Sessions**

The GSA was able to host tax information sessions for graduate students with the help from Canadian Federation of Students (CFS) and the Canada Revenue Agency (CRA) Outreach team. Many graduate students benefited from this service provided by GSA in filing their income taxes.

#### **7. GSA Award Ceremony**

The GSA is going to organize an Award Ceremony that is intended to celebrate graduate students, as well as honor faculty members that have generously supported graduate students in research, scholarly and artistic pursuits. This year, GSA will be awarding the winners from GSA Annual Awards, Sustainability Award, 3MT Thesis Competition.

As our tenure comes to an end at the end of April, we want to take this opportunity to thank all the council members, university senior leaders, faculty members, and other stakeholders of GSA, who worked closely with the executives to listen to students' needs. GSA looks forward to such a relationship in the coming months with the new executive team and all stakeholders of GSA.

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President, Graduate Students' Association

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**UNIVERSITY COUNCIL  
PPC/TLARC/RS AW COMMITTEES  
REQUEST FOR DECISION**

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**PRESENTED BY:** Baljit Singh, Vice President Research

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** **Signature Areas of Research Support Strategy**

**DECISION REQUESTED:**

(James-Cavan/Mousseau) *It is recommended that pending receipt of USask's renewed Signature Areas of Research by University Council, that the strategy to support the Research Signature Areas be adopted by University Council.*

**CONTEXT:**

Since 2011, USask has had six signature areas of research: One Health, Indigenous Peoples, Energy and Minerals, Water, Synchrotron Sciences, Agriculture. USask's incoming VPR and Provost decided in early 2021 to co-lead a renewal process related to signature areas of research. This process began in May 2021 in consultation with research and teaching chairs and was followed by eight consultation sessions on current signature areas, which were attended by about 600 faculty members. Through the summer, an advisory circle created terms of reference and a roadmap for the renewal process. Next, a steering committee came together in August and facilitated pitch sessions that were open to all members of the USask community. The steering committee, co-chaired by Airini and Singh, was composed of deans, executive directors and leaders representing a wide variety of areas of study. The committee also included two external stakeholders: a USask alumnus and the executive director of Innovation Saskatchewan. Sixteen pitch ideas were heard in Sept-Oct 2021; the pitch sessions were open to the campus community (live and in a recorded format) and feedback on them was invited via a survey. In December, pitch proponents were invited to consider further synergies and collaborations among the existing pitches, which has resulted in some coming together of pitches, but not in all cases. The Steering Committee made its recommendations to the executive sponsors at the end of January 2022 and the public announcement of the new signature areas was made February 16, 2022.

The six existing signature areas (One Health, Indigenous Peoples, Energy and Minerals, Water, Synchrotron Sciences, Agriculture) will be reviewed via a process yet to be determined in 2024.

All relevant process information, including Advisory Circle Report, original pitches and executive summaries for those pitches, and Terms of reference for the committees can be found: <https://vpresearch.usask.ca/initiatives/signature-areas-renewal.php>

### *Revised Definition of Signature Areas of Research*

Signature areas will grow and sustain established and emerging areas of research excellence and scholarship, inspiring collaborative and inclusive approaches to foster creativity and gain new knowledge and understanding across disciplines.

The University of Saskatchewan's signature areas of research provide distinctive research themes that are relevant and important to our students, local communities, Canadians, and the world. Its framework follows the goals and principles of the university's strategic research plan and is committed to fostering research impacts and passion with a spirit of optimism, curiosity, inclusivity, community engagement, and multiple ways of knowing to gain national and international prominence.

We brought forward the decision item on Signature Areas support strategy to: TLARC (motion passed Feb 22, 2022), PPC (motion passed March 2, 2022) and RSAW (motion passed March 10, 2022) because of the deep interconnections between teaching, learning and research. Each committee considered the strategy in turn but each committee raised the connection between signature areas of research and pedagogy, which the OVPR in partnership with the Provost's Office will continue to explore across the academy.

### **DISCUSSION SUMMARY:**

#### **Support Strategy for Signature Areas of Research**

The renewal process garnered significant feedback and ideas around developing a framework for ensuring the signature areas' ongoing success and effective management. The Advisory Circle, Steering Committee, PEC and the Executive Sponsors deliberated on this feedback. The Executive Sponsors propose:

#### **A. Leadership**

- Each new and existing signature area will select spokesperson(s)/signature area convenors. Expectations of these leaders will be determined consultatively between the VPR and the leaders as a group and will be clearly articulated to the campus community.
- There will be expectation of EDI implementation in this selection of leadership.
- Signature Area Leaders will be asked to produce a strategic plan (5 year), submit annual reports to the Vice-President Research, and oversee annual seed funding.
- Signature areas will be self-organizing in that individual faculty/researchers will be encouraged to reach out to "Signature Area Leaders" to participate, apply for seed funding, propose sub-themes, etc.
- The Office of the VPR will support these spokespeople in the following ways:
  - The three AVPRs will serve as a senior administrative point of contact for the Signature Areas
  - Logistics support for Signature Areas
  - Communications support

#### **B. Resourcing**

- Each Signature Area spokesperson(s) will be provided seed funding, effective May 1, 2022. Amounts TBD. Dr. Singh has made a request for this in the 2022-2023 budget.
- In kind support from the Office of the VPR as noted above.

C. Assessment

- Success criteria/assessment of signature areas will be co-created by the signature area spokespersons, the VPR, and with on-going advice from RSAW Committee of Council. The recommendations of the Signature Areas Advisory Circle will be considered as a basis for assessment. (See Advisory Circle Report here: [https://vpresearch.usask.ca/documents/initiatives/sa-renewal/sa-ac\\_final-report\\_july-30\\_2021.pdf](https://vpresearch.usask.ca/documents/initiatives/sa-renewal/sa-ac_final-report_july-30_2021.pdf))
- Signature area spokespersons will be asked to communicate regularly with the campus community as to the impact of the research undertaken in the signature area on an annual basis. The VPR will work the signature areas spokesperson(s) to produce these reports which will be provided to:
  - Associate Deans Research Forum
  - Deans and Executive Directors
  - the three council committees
  - via public forum yet to be determined

D. Ongoing Input on Future Directions from the three Council Committees (TLARC, RSAW, PPC)

- Throughout this process, the Council Committees have been engaged, and we propose this level of engagement continue in the coming years, specifically around:
  - i. The connectivity of pedagogy to the Signature Areas of research: This is a topic we have only begun to explore, and feel it requires further input and analysis.
  - ii. The future assessment process of Signature Areas (slated for 2024-25).
  - iii. Ongoing and regular progress updates for Signature Areas
- Drs. Singh and Airini have appreciated the new collaboration between these three committees related to research signature areas, and hope that this can continue in a good way, exploring the intersections between teaching, learning and research.

**FURTHER ACTION REQUIRED:**

**ATTACHMENTS:**

**Appendix 1: Overview of Engagements and Consultations**

**Appendix 2: Steering Committee Pitch Considerations (these were shared prior to pitch sessions with the proponents)**

## Appendix 1: Overview of Engagements and Consultations

Date	Forum/Committee	Purpose	Notes
Committees of University Council			
Academic Leadership forums			
Administrative leadership			
Open sessions campus wide			
May-June 2021	nine virtual discussion forums	to reflect on the signature areas of research, build community, generate discussion, and inform future directions in each of these areas.	600+ attendees sharing their perspectives on strengths, areas for enhancement, and future directions for the university's signature areas.  Notes take by participants in these sessions were sent to CHASR for analysis. This report was then considered by the Advisory Circle
June 2021	Advisory Circle appointed		Membership from participants in the above open sessions
July 2021	Steering Committee appointed		
June-July 2021	Campus wide call for "pitches" for new signature areas with		
August 2021	Executive Summaries for 17 pitches received		
August-early Sept 2021	Steering Committee reviews executive summaries of pitches		Executive summaries are publicly accessible on USask website
Sept 2021	Pitch proponents were given access to one another's pitch materials		
Sept-Oct 2021	16 virtual pitch sessions were held		These were recorded and are still accessible to anyone with USask credentials
Sept 9, 2021	RSAW	Update provided; take questions and advice	
Sept 29, 2021	Deans and Executive Directors	Update provided; take questions and advice	
Oct 6, 2021	PPC		
Oct 27, 2021	President's Executive Committee		
Nov 21, 2021	TLARC	Update provided; take questions and advice	
Nov 25, 2021	RSAW	Update provided; take questions and advice	
Nov 25, 2021	President's Executive Committee		
Dec 20, 2021	Deans and Executive Directors	Update provided; take questions and advice	

Jan 13, 2022	RSAW	Update provided; take questions and advice from committee	
Jan 19, 2022	Associate Deans Research Forum	Update provided	
Jan 29, 2022	Signature Areas Steering Committee	Made recommendations to co-chairs Singh and Airini	
Feb 1, 2022	TLARC	Discussion of connection between signature areas of research and pedagogy	
Feb 3, 2022	RSAW	Update provided; discussion of assessment of signature areas	
Feb 3 2022	President's Executive Committee	Endorsement of Steering Committee recommendations	
Feb 22, 2022	TLARC	Consider motion re: support strategy for Signature Areas	
Mar 2, 2022	Campus Conversations	Opportunity for campus community to converse with VPR about the new signature areas and next steps	
Mar 2, 2022	PPC	Consider motion re: support strategy for Signature Areas	
Mar 10, 2022	RSAW	Consider motion re: support strategy for Signature Areas	
Mar 17, 2022*	University Council	Request for Input re: joint motion from TLARC/PPC/RSAW re: support strategy for Signature Areas	

\*planned engagements and consultations; not yet completed

## **Appendix 2: Steering Committee Pitch Considerations (these were shared prior to pitch sessions with the proponents)**

### **Focus**

- Extent to which a clear rationale for the area as a focus for USask is presented

*What excelling would look like:*

- Advances the University Plan 2025 and Strategic Research Plan
- Responds to emerging societal and/or scientific needs of Saskatchewan and the world

### **Transcending Boundaries: Connecting Approaches for Innovation Solutions**

- Extent to which the proposal moves beyond traditional boundaries and structures of the University

*What excelling would look like:*

- Addresses a societal need from multiple disciplinary perspectives
- Engages multiple stakeholders and partners within and outside of USask
- Advances creative, cross disciplinary research approaches and thinking
- Furthers the integration of teaching and research at USask at all levels

### **Research, Scholarly and Artistic Strength**

- Extent to which existing program, expertise and infrastructure are leveraged to make original and impactful contributions to the world
- Complementarity with existing signature areas
- Develops new programming, expertise and infrastructure to fill key gaps at USask and advance USask's reputation

*What excelling would look like:*

- Examples of RSA strength include: community relationships and networks, highly qualified personnel/HQP, infrastructure, funding success and diversification, programs, reputation, scholarly and peer networks.
- Expands understanding of what research, scholarly, and artistic work is and what outcomes might be
- Builds and expands future impact and innovations through possibly: increased interdisciplinarity, community/external partnerships, research, scholarly, and artistic strength and outcomes as yet unknown

### **Indigenization**

- Extent to which the proposal expands and builds on the understanding and practice of Indigenous ways of knowing and coming to know as well applies indigenous knowledge to advance innovation

*What excelling would look like:*

- Acknowledges the meaningful contributions of Indigenous scholars and communities,
- Fosters increased participation of Indigenous scholars and communities
- Fosters the integration of Indigenous knowledges and world views



## **Equity, Diversity and Inclusion**

- Extent to which research ethos, outcomes and methods advance EDI

*What excelling would look like:*

- Identifies and acts upon systemic barriers,
- Fosters meaningful contributions of the historically and currently excluded, •
- Advances EDI at USask

## **Meaningful Impact**

- Extent to which the RSA effects society, generates economic and social benefits, and/or advances knowledge

*What excelling would look like:*

- Meaningfully shapes two or more of the following:
  - policy, social and cultural change,
  - facilitates monetization for economic gain, safety and agency,
  - creates patents and new technologies,
  - advances scientific or societal knowledge
  - provides a linkage to provincial economic and social well-being or prosperity

## **Sustainability**

- Extent to which the proposal is sustainable

*What excelling would look like:*

- A resource plan that is:
  - a) sustainable, not reliant on a single funder in perpetuity
  - b) demonstrates an awareness of the inter-related nature of entire research ecology of USask
  - c) is supported by a critical mass of individuals, units, departments, institutes and colleges and schools that are committed to advancing the area

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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<b>PRESENTED BY:</b>	Alison Oates, chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	April 21, 2022
<b>SUBJECT:</b>	<b>Bachelor of Science in Food Industry Management</b>
<b>MOTION:</b>	(Oates/Xiao): That Council approve the Bachelor of Science program in Food Industry Management, effective May 2022.

**PURPOSE:**

University Council has the authority to degrees and degree-level programs.

**CONTEXT AND BACKGROUND:**

The College of Agriculture and Bioresources are proposing a new B.Sc in Food Industry Management. This 4-year degree program will focus on the value-added processing of agricultural commodities for trade of processed food and food ingredients. This program will combine a scientific background in food with expertise in business and marketing to meet a growing market demand for individuals with those skills.

This interdisciplinary program will be a direct-entry B.Sc. program and admissions to the program will mirror those of other B.Sc. programs in the College of Agriculture and Bioresources.

This program will leverage existing expertise and teaching in Food and Bioproduct Science and Agribusiness within the college and will require no new courses to be created. The intention will be to ensure robust enrollment within existing courses. Some of these courses will be expanded to accommodate this influx of students and some already have capacity for additional students.

Tuition will be in the same category as other Food and Bioproduct Science and Agribusiness programs offered through the College of Agriculture and Bioresources.

**CONSULTATION:**

The Academic Programs Committee reviewed the proposal for this new program at its February 16, 2022 meeting. The committee were supportive of the program as an additional and innovative option for students seeking careers in the food industry, but asked for more information on the market for this program and how similar programs fare at comparator institutions. That information is included in the attached proposal for this new program.

**ATTACHMENTS:**

- 1. Proposal of new degree program – Bachelor of Science in Food Industry Management**



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** New Degree Program: *Food Industry Management*

Degree(s): B.Sc.

Field(s) of Specialization: Food Industry Management

Level(s) of Concentration: Major

Option(s):

Degree College: Agriculture and Bioresources

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

Darren Korber, Head, Food and Bioproduct Sciences, 966-7786 (office),  
darren.korber@usask.ca

Ken Belcher, Head, Agricultural and Resource Economics, 966-4019 (office),  
ken.belcher@usask.ca

Proposed date of implementation: Sept 2023

### Proposal Document

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

#### 1. Academic justification:

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

The food agribusiness sector in Canada represents a key pillar of the Canadian economy, generating in excess of \$150 billion and accounting for almost 10% of the country's GDP as well as one in 8 jobs across the nation. Canada is also a major player in global trade markets, formerly focusing on agricultural

commodities but now emphasizing value-added processing for trade of processed foods and food ingredients. Trade of food related products as well as private commercial enterprises have similarly been on the rise, creating a strong demand for those with expertise in business and marketing, together with a scientific background in foods for private sector as well as government jobs. The Saskatchewan government's growth plan is strongly aligned with a B.Sc. program in Food Industry Management, with forecasted \$10B growth targets in the area of value-added food agribusiness. These enterprises will need qualified graduates for employment. Our proposed, blended food-agribusiness program will provide students with skills related to agri-business management, entrepreneurship, leadership and product innovation for the Canadian food sector, in order to prepare them for opportunities in industry, government agencies or non-government organizations. The program will provide both fundamental and applied knowledge in business, agri-business and food science, along with experiential learning and possible internship opportunities to make them market-ready upon graduation. Investments being made throughout the province of Saskatchewan in the value-added sector, including doubling the meat processing capacity, increasing the canola crush capacity to 75% of the agriculture output, and the processing of 50% of the pea into value-added ingredients, is going to create a significant employment gap within the province, which this program is intending to fill. The program also aims to attract self-identified Indigenous students to enable Indigenous communities in Saskatchewan and the north to take advantage of unique regional business opportunities in the food and bioproduct marketplace.

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

This proposed interdisciplinary B.Sc. degree program responds to the University Plan 2025 (n.d.) as it encourages creativity, diversity, and connectivity. The program will be delivered via a collaboration between the departments of Food and Bioproduct Sciences (FABS) and Agricultural and Resource Economics (ARE) from the College of Agriculture and Bioresources, and offer students unique interdisciplinary training in key areas relating to food science and agribusiness. It builds on university goals associated with boundless collaboration to offer multi-disciplinary content to our students while streamlining academic and administrative program delivery. The program aligns with signature research areas of the university, in particular, *Agriculture – Food and Bioproducts for a Sustainable Future*, as we empower students with knowledge and processes to help feed a growing world's population, to meet changing market and business trends in the food and bioproduct sectors, and to assist value-added ventures in the prairie region. The program also fits within the College of Agriculture and Bioresources signature area in *Food, Feed and Bioproducts* where students will learn about how agricultural commodities, bioproducts, transportation and processing, and business policies can profitably support the delivery of safe and sustainable food sources for humans and animals. With students taking a set of core courses from the two disciplines, they will be exposed to cross-disciplinary and interdisciplinary perspectives, hands-on training, and knowledge to promote creativity and connectivity, traits needed to give graduates the critical thinking and problem-solving skills to address the current and emerging needs in the food agri-business job field post-graduation. The program will also serve to enable students from Indigenous communities in Saskatchewan and across Canada to play key roles in engaging in regional business ventures in the food and bioproduct marketplace.

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

The program targets several student demographics, in particular younger generations who are more interested in the science of producing foods using nutritional and functional ingredients as well as those interested in, and concerned with, the management of food sector enterprises along with entrepreneurial aspirations to develop successful food sector businesses. This cohort of students are concerned about environmentally-sustainable production practices, technologies (e.g., biotechnology, by-product utilization) and ingredients used in food production, their nutritional impacts, sector and policy management, agri-food marketing, supply chains, international trade and value-added addition to small and medium sized enterprises. These are strong global trends, therefore we expect to attract both Canadian and International Students into this B.Sc. degree program. For instance, current programming offered by Food and Bioproduct Sciences (including a B.Sc. degree in Food Science, as well as a B.S.A. degree in Food and Bioproduct Sciences), are dominated by international students reflecting our ability to attract the cohort from around the globe. In contrast, the B.S.A. and B.Sc. programs from Agricultural and Resources and Economics have both a strong base of domestic students along with a small but growing international cohort, showing our ability to attract diverse students to the new program as well. We also believe this new program will attract First Nations students, and in particular students from northern and remote communities, where food safety and security, food affordability, dietary choices and health challenges are at the forefront of community needs, and where those students are looking towards entrepreneurship opportunities and policy management to better address the regional needs of their communities.

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

There are no competing programs in Saskatchewan that provide similar integrated academic training in the areas of Food Industry Management. Obviously, some aspects are covered in the individual programs of Food Science (College of Arts and Science), Food and Bioproduct Sciences (College of AgBio) and Agricultural and Resource Economics (College of AgBio); however, these students would not receive the same interdisciplinary training and perspective that link the science underlying foods, bioproducts and their production with elements of business, the marketplace and regulatory/policy framework that subsequently will make them highly competitive in the workforce. A recent cross-Canada survey (conducted by a private consultant) revealed that programming with a Food Industry Management emphasis (or options that involved food and business) are indeed offered at the University of British Columbia, University of Alberta, University of Manitoba, and University of Guelph. Respectively, these programs have strong enrolment numbers and suggest that training and student interest in this area is relevant along with growing job prospects within this field. Our programming would be unique in that blended requirements for theoretical and hands-on lab training would be provided in the area of food science and business, and also include a 'training for credit' option where students would receive credit for any placement and training with regional employers they can arrange. It is noteworthy that many students who come to the University of Saskatchewan are local and want to remain in Saskatchewan; thus, there's a need to offer programming in this area to meet needs of our province's constituents from a regional and community perspective. However, our proposed B.Sc. degree program in Food Industry Management will make our students market-ready for jobs provincially, nationally, and indeed, internationally.

## **2. Admissions**

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

**Regular Admission – High School (less than 18 credit units of transferable post-secondary)**

- Grade 12 standing or equivalent.

- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Prerequisite subjects from each of the following subject areas\*:
  - Natural Sciences: Biology 30 and Chemistry 30
  - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.
 

\*Applicants may be admitted with one subject deficiency that must be cleared before second year of study

### **Regular Admission – Post-Secondary (18 credit units or more transferable post-secondary)**

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Prerequisite subjects from each of the following subject areas\*:
  - Natural Sciences: Biology 30 and Chemistry 30
  - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.
 

\*Applicants may be admitted with one subject deficiency that must be cleared before second year of study

### **Provisional Admission**

- Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.

### **Special (Mature) Admission**

- Proof of age (21 or older).
- Biology 30 and Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or post-secondary coursework.
- Less than 18 credit units of transferable post-secondary coursework.
- Resume
- Proficiency in English

### **Selection Criteria**

- Regular Admission: Academic average – 100% weighting
  - Average is calculated using five high school subjects or on 18 or more transferable credit units
- Provisional Admission: Declaration form – 100% weighting
  - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.
- Special (Mature) Admission: Special admission package – 100% weighting
  - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

### **Categories of Applicants**

#### **Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful

completion of at least 18 credit units of transferable university-level coursework at recognized and/or accredited post-secondary institution, with an average of at least 60%.

### **Provisional Admission**

Provisional Admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course.

Admission is for one academic year only. Applicants are restricted to a maximum of 6 credit units of study per term.

### **Special (Mature) Admission**

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

## **3. Description of the program**

- a. What are the curricular objectives, and how are these accomplished? Copy from existing plans*

The proposed curriculum will expose students to foundational knowledge related to food science and agribusiness. For instance, the curriculum will provide students with an advanced knowledge and understanding of agricultural outputs and by- and co-products (proteins, carbohydrates, fibre, lipids and other components) for ingredient and food use, with targeted instruction on the science governing food quality, safety, processing, perseverance, security, health and product development. The program will also provide training in entrepreneurship, agri-food marketing, an understanding of the role of micro- and macro-economics, finance, fundamental aspects driving policy and innovations, supply chain management and trade.

This interdisciplinary program will enable students of diverse backgrounds to participate in group assignments or projects within the classes, and in class laboratories (e.g., FABS 325 Food Microbiology and Safety; FABS 345 Unit Operations in Food Processing) and tutorials (AREC 428 Case Studies in Agribusiness Management; AREC 495 Agribusiness Venture Management). The laboratories will provide students with hands-on experiential learning, whereas tutorials and group assignments will impart students with management, communication and problem-solving skills. The program will also have an option for students to take on an internship with industry, government agency or non-government organization for credit (AGRC 445 Experiential Learning in the Workplace) to provide an on-the-job training opportunity away from the university.

Students completing this program will be expected to:

- Understand advanced knowledge about food safety and quality control, food processing, analysis and food chemistry,
- Be able to analyze the role of food ingredients, and their impact on product function and acceptability,
- Understand and apply micro- and macro-economics to agri-food sector challenges,
- Understand food management practices associated with the sector, supply chains and trade,

- Understand the role of policy in food industry development
- Be effective communicators, decision makers and problem solvers,

*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.*

**Modes of delivery:** We plan to deliver this program primarily using an on-campus model for course offerings; however, we also plan to deliver several courses online using a hybrid model to allow students to take some of their credit units remotely. For instance, FABS 110 (The Science of Food) was developed as a fully-remote course due to COVID-19, and thus an option could be exercised for continued remote delivery, while simultaneously providing face-to-face in person instruction for on-campus students. AGRC 113 (Agri Food Issues and Institutions) is offered as both a remote delivery course and an in-person delivery. We see these alternatives as being advantageous for attracting students from both northern communities, other remote settings or from international countries. With the exception of FABS 110 (Science of Foods) and FABS 212 (Agri-food and Resources Microbiology) which are offered annually, the FABS required and non-required electives are currently delivered in an alternate-year format. In contrast, the majority of ARE courses to be delivered in the program would occur annually. We will also collaborate with other stakeholder colleges to offer sections that complement the core requirements for our students. The program is designed to be flexible to allow students from other disciplines to transfer into our program with minimum disruptions to a student's program schedule.

**Experiential learning opportunities:** Several courses in this proposed program will involve group assignments and tutorials to teach problem solving, people management and communication skills, and several will further include a laboratory component. These labs will include FABS 212 (Agrifood Resources and Microbiology), FABS 325 (Food Microbiology), FABS 345 Unit Operations in Food Processing). A suite of the business and economics courses, including AREC 344 (Follow the Grain), AREC 428 (Case Studies in Agribusiness Management), AREC 495 (Agribusiness Venture Management) include experiential opportunities to better understand the nature of agriculture and food industry and to provide practical business management opportunities. These courses will provide hands on experience in addressing topics and skills important to industry upon graduation. The degree option will also have a capstone course (FABS 492 or AREC 492) in which students will learn critical thinking skills by reviewing scientific literature on a current or emerging topic at the nexus of food science and agri-business as part of FABS 492) or an internship program where students will obtain first-hand experience in industry, government agencies or non-government organizations as part of AGRC 445 (Experiential Learning in the Workplace). The students will also have an opportunity to present their final year thesis to their graduating class and faculty within the Department of Food and Bioproduct Sciences and Agricultural and Resources and Economics.

**General teaching philosophy:** The mission of our interdisciplinary program is to develop student fluency in skills, theory and concepts at the interface between food science and agri-business, such that they will have a broad understanding of the relationships between food development and processing, and economics, marketing, entrepreneurship, supply chains and agri-food policies. The two collaborating units (FABS and ARE) feel strongly that providing such an interdisciplinary perspective within the curriculum will yield a new student cohort that thinks differently about the agri-food sector. We will also provide experiential learning opportunities through group assignments, tutorials, laboratory experiences and working with industry or community partners on business exercises to gain practical skills that they will need to problem solve, communicate and address real world problems and challenges when they graduate. An opportunity for students to engage in a summer term of work-placement for credit will also be an elective option instead of the capstone thesis course (FABS 492).



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

The following is our curriculum mapping of the proposed program to our learning objectives:

Core course	Experiential learning		Understand advanced knowledge about food science	Understand advanced knowledge about business management /economics	Be effective decision makers and problem solvers	Be effective communicators
	Group activities or tutorials	Lab practicum				
AGRC 110	X					X
AGRC 113	X				X	X
FABS 110			X			X
FABS 211		X		X		
AREC 220					X	X
AREC 230	X			X	X	
FABS 212		X	X		X	X
AREC 272				X	X	
FABS 315			X			
FABS 325		X	X		X	X
FABS 345		X	X		X	X
AREC 322		X		X		
AREC 346	X			X	X	X
AREC 347	X			X	X	
AREC 348				X	X	X
AREC 354	X			X		
FABS 417			X			
FABS 452	X		X		X	X
AREC 428	X			X	X	
AREC 495	X			X		X
FABS 492	X		X	X	X	X

An external curriculum mapping exercise was also done by Lenore West (consultant) whereby the curricula of similar programs offered across Canada were compared to our proposed curriculum. Our conclusions from that comparison were that the scope and range of content of the comparator programs are largely consistent with what we're currently proposing.

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

Based on our curriculum mapping, there are several classes that provide experiential learning in terms of group assignments, tutorials or laboratory practicum. These provide an opportunity for students to develop their critical thinking and problem-solving skills. For instance, the laboratory component of FABS 212 (Agrifood and Resource Microbiology) and 325 (Food Microbiology and Safety) provide students with

practical techniques for understanding and testing food microbiology and safety, with students completing formal laboratory reports and group assignments. FABS 452 (Quality Assurance and HACCP) provides a group learning environment where students work as teams to address common industrial problems such as developing food safety and quality assurance plans or conducting audits. FABS 345 teaches practical theory and knowledge for food processing. A number of the business and economics courses provide opportunities for students to develop practical understanding and competencies in food and agri-business. For example AREC 230 (Innovation and Entrepreneurship) enables student to engage with the practice of entrepreneurship and discussion with entrepreneurs, AREC 346 (Principles of Selling) introduces students to tools and practices for selling products including interactions with practitioners, while AREC 348 (Food Economics and Consumer Behaviour) enables students to explore and understand the drivers of consumer food choices and the implications for business, while AREC 495 (Agribusiness Venture Management) guides student in developing the understanding and skills to build professional business plans, often in partnership with individuals or firms in the Agriculture and Food industry. The final capstone course could be either AREC 428.3 or AREC 495.3 or FABS 492.3 (joint project thesis), which provides students the opportunity to critically evaluate literature, bring together knowledge from multiple sources and communicate them in both a written thesis form, and a final presentation. Another restricted election option would be to take part in a summer work placement (AGRC 445; Experiential Learning in the Workplace) to gain first-hand experience in industry, government agencies or non-government organizations.

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

The breadth of our program spans sets of core of courses from Food Science and agriculture economics/agribusiness, providing a balance of educational content from both disciplines. This will be complemented by restricted and open electives, including limited content from stakeholders from other colleges to form a well-rounded program.

The following is a proposed course curriculum for a student in the *Food Industry Management* program:

**Year 1 (30 c.u.):** BIOL 120.3 (The Nature of Life), CHEM 112.3 (General Chemistry 1), AGRC 113; (Introduction to Agri-Food Economics), COMM 101.3 (Introduction to Business), ECON 111.3 (Introductory Microeconomics), FABS 110.3 (The Science of Food), MATH 104.3 (Elementary Calculus) or 110.3 (Calculus) or 125.3 (Mathematics for the Life Sciences), AREC 220.3 (History of Indigenous Agriculture in Canada), AGRIC 110.3 (Scientific Literacy and Communications for Agriculture), and 3 c.u. ENG.

**Year 2 (30 c.u.):** AREC 230.3 (Innovation and Entrepreneurship), AREC 272.3 (Introduction to Agricultural Economics), BMSC 200.3 (Biomolecules), COMM 201.3 (Introduction to Financial Accounting), COMM 203.3 (Introduction to Finance), COMM 204.3 (Introduction to Marketing), FABS 211.3 (Introductory Bioproducts), FABS 212.3 Agrifood and Resources Microbiology [or BMSC 210.3 (Microbiology)], PLSC 214.3 (Statistical Methods) [or STAT 245.3 (Introduction to Statistical Methods)] and 3 c.u. Natural Sciences.

**Year 3 and 4 (60 c.u.):**

Core Required Courses (33 c.u.): AREC 322.3 (Agricultural Finance), AREC 346.3 (Principles of Selling), AREC 347.3 (Agribusiness Marketing Management), AREC 348.3 (Food Economics and Consumer Behaviour), AREC 354.3 (Economic Decision Analysis in Agribusiness), AREC 428.3 (Case Studies in Agribusiness Management) or AREC 495.3 (Agribusiness Venture Management) or FABS 492.3 (Literature Thesis), FABS 315.3 (Food Chemistry), FABS 325.3 (Food Microbiology and Safety),

FABS 345.3 (Unit Operations in Food Processing), FABS 417.3 (Food and Bioproduct Analysis), FABS 452.3 (Quality Assurance and HACCP).

Other Required Courses in Years 3 and 4 (3 c.u.): 3 c.u Social Science/Fine Arts/Humanities.

Restricted Electives (15 c.u.): AGRC 445.3 (Experiential Learning in the Workplace), AREC 315.3 (Application of Microeconomic Theory to Agriculture), 354.3 (Agribusiness Management Information Systems), AREC 356.3 (The Economics of International Agribusiness), AREC 361.3 (Intermediate Statistics and Decision Making), AREC 420.3 (Operations Management for Agriculture), AREC 440.3 (Agricultural Marketing Systems), AREC 451.3 (Agricultural Problems and Policies), COMM 205.3 (Introduction to Operations Management), FABS 222.3 (Improving Food Security through Food Science and Technology), FABS 360.3 (Water Microbiology and Safety), FABS 362.3 (Functional Foods and Nutraceuticals), FABS 371.3 (Food Biotechnology), FABS 401.3 (Dairy Science and Technology), FABS 411.3 (Lipid Science and Technology), FABS 457.3 (Meat Science and Technology), FABS 460.3 (Protein Science and Technology), FABS 474.3 (Food Enzymology), FABS 493.3 (Product Development), PLCS 420.3 (Grain Chemistry and Technology), FABS 298.3, 398.3 or 498.3 (Special Topics), FABS 498.3 (Laboratory Techniques in food and Bioproduct Sciences), CHEM 115.3 (General Chemistry II), CHEM 250.3 (Organic Chemistry), CHEM 221.3 (Analytical Chemistry I).

Open electives (9 c.u.).

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

**Discovery goals:** Students taking part in this program will learn from a diverse interdisciplinary group of instructors using a wide range of teaching styles and methods. Experience will be gained as result of working on group assignments, tutorials and lectures; laboratories will provide enhanced practicum and learning outcomes. Some of the upper year courses and, in particular, the capstone (FABS 492.3; AREC 495.3) courses will allow students to integrate knowledge obtained from their program to tackle diverse topic areas and present their findings to the ARE and FABS faculty and students. Also, students will have a restricted elective option for a summer internship in the final year of studies (AGRC 445), to be taken along with the program capstone course, where in both cases they will have a chance to integrate theory into real world practices.

**Knowledge goals:** Students taking part in this program will receive advanced knowledge of post-harvest agricultural outputs and by- and co-products (proteins, carbohydrates, fibre, lipids, and other components) for food use, with targeted instruction on the science governing food quality, safety, processing, preservation, security and health. At the same time the program will integrate understanding of the role of marketing, economics, supply chains, agri-food management, and policies governing the agri-food sector. Given the diverse enrolment of Canadian, Indigenous, and International students, the learning environment should be such that the cohort of students will be able to apply interdisciplinary and intercultural perspectives to real-life situations.

**Integrity goals:** Students will be exposed to concepts associated with ethics and integrity within our courses, especially the ones with laboratory-based components and group assignments.

**Skills goals:** Through written assignments (e.g., formal laboratory reports, term papers) and in-class presentations, students will require the necessary written and oral communication, as well as critical thinking skills to make significant and positive contribution to the workforce upon graduation. These

skills will be re-affirmed in their Capstone literature thesis, where students will bring together concepts from the interface of food science and nutrition to discuss emerging and hot topic areas. Students will also learn skills to work effectively in groups/teams, as well as becoming independent learners.

**Citizenship goals:** Graduates from this program will be prepared to make positive impacts to the workforce immediately after graduation. The program values interdisciplinary and multi-cultural perspectives in the curriculum, so graduates will be able to work with people with diverse background and understand different perspectives around the table in order to achieve solutions for the workplace.

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

Students may enter this program directly from high school or transfer into the program after taking courses elsewhere on campus. We envision some students who enter into the 4-yr Agribusiness stream may elect to specialize in our new *Food Industry Management* B.Sc. degree program. Such a transition would make use of most of the core courses required in years one and two of that program.

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

The *Food Industry Management* program will be delivered using existing courses within the respective faculties, thus there is no risk in terms of course development or time constraints on delivery the program. Measures of success will include: a) tracking student enrolment and completion (we are aiming for 25-30 new students in the program for each of years 1, 2, 3 and 4, with more than 100 new students across all years); b) conducting a survey of graduating students to understand the perceived value of the program; and c) conducting a survey of workplace stakeholders of the quality of graduates being produced. A full program review will be undertaken internally every 4 years to evaluate and modify the program as we move forward.

- 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. This is not going to be an accredited program.

#### **4. Consultation**

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

For a number of years, the Departments of Agricultural and Resources and Economics and Food and Bioproduct Sciences within the College of AgBio have been looking for ways to better collaborate both in terms of joint research projects and academic partnerships. Based on renewed conversations between President Peter Stoicheff and the Dean's Executive on how collaborations could serve the University's

future enrolment and training goals, we decided to develop a joint program in Food Industry Management between our two units. Such an option was identified by Academic Program Review external reviewers as being a logical and desirable option for consideration by the ARE unit. We began with a small working group and a series of meetings involving Darren Korber (DK), Michael Nickerson (MN) and Ken Belcher (KB), followed by the establishment of a joint working group consisting of DK, MN, KB, Supratim Ghosh (SG), Phyllis Shand (PS), Jill Hobbs (JH), Sabine Liebenehm (SL), and Eric Micheels (EM). From those initial discussions, it was agreed that this kind of programming could provide options for those students who were not interested in going into either a strictly agri-business or food science program, and further add an agribusiness option with a focus on producer/processors, and value added food and bioproduct companies. The group had a series of meetings to set the curriculum, to discuss any changes needed to individual courses and to chart the path forward for having this new program approved. Currently, there is no similar program on campus which fully integrates business and science into a single program. Individual programs offered by the two units include a B.Sc. (Food Science) from the College of Arts and Science as well as a B.S.A (Food and Bioproduct Sciences) and B.Sc. (Agricultural Economics) from the College of AgBio. These programs place a greater emphasis on laboratory training necessary to meet the needs of the food industry in the case of the Food Science and Food and Bioproduct Sciences programs and, business, marketing and policy training in the case of the Agri-Business program. We expect some students will move out of our current programs in favour of this new program (estimating a 20% reduction in numbers); however, there will also be a net gain overall in enrolment in the respective FABS and ARE Departmental programs due to new students enrolling in this option directly from high school. Students will also provide a greater pool of potential students for graduate research opportunities for both Departments, as well as summer student internships.

- 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.*

Several units that offer key “service” courses were contacted (Departments of Biochemistry, Biology, Chemistry, Commerce, Economics, English, and Mathematics) to explore the possibility that this new offering may cause problems with respect to class or lab sizes and thus the number of sections (and associated resources) that need to be offered. Overall, our new degree initiative is consistent with the University’s interest in generally increasing enrolment numbers across campus.

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

The following courses are from outside of the College of Agriculture and Bioresources. They include courses primarily offered through the College of Arts and Science, including: BIOL 120.3, CHEM 112.3, 250.3, ECON 111.3, ENG XXX.3, MATH 104.3 OR 110.3 OR 125.3, BMSC 200.3, and COMM 101.3, 201.3, 203.3, 204.3. See above regarding consultations.

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

Our College librarian (Susan Bolton – Agriculture and Bioresources) was consulted in the process of evaluating whether our resources were sufficient to meet the needs of this new program. Since similar materials will be used as for already established programs (e.g., Agribusiness, Food Science, and FABS), no additional resources are anticipated to be needed.

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

## 5. Budget

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

This program will engage all of our faculty and staff from FABS, as the core courses of this new program are also required courses in our current programming in Food and Bioproducts/ Food Science that will be expanded to accommodate new students from the new *Food Industry Management* degree program. The courses from ARE would similarly be taught by current faculty, with capacities expanded in various courses as required (e.g., larger classes). Overall, we don't anticipate this will greatly increase the workload of professors teaching these courses, although if there is a 25% increase in enrolment in these courses, it would result in an increase in time for correcting assignments, exams, and lab reports. FABS currently has two laboratory instructors that would contribute to the lab courses that would be affected; this will be managed by increasing the number of sections beyond what we currently offer (we have unused capacity in this regard). ARE doesn't offer lab-based courses, but various elements of existing classes may necessitate additional student TA support to help faculty with projects and grading if student numbers increase significantly. Also, we plan on having two undergraduate program advisors (one from each unit) who would be able to collaborate on advising between the two respective disciplines, share the increased advising load of all new students entering this new program, and help to promote the new program and raise visibility to potential new students. We believe these activities would represent an increase of 15% advising time for each advisor, a number which would be manageable in the context of increased student numbers resulting from offering this new program in parallel with both unit's existing programming.

A summary of faculty, their specializations and courses instructed, as well as academic staff, from both programs, are given below:

Agricultural and Resource Economics currently has 15 FTE faculty members, all of whom have various teaching assignments in their Agricultural Economics B.S.A. degree program and B.Sc. Agribusiness degree program (ARE) in Agriculture and Bioresources.

### AGRICULTURAL AND RESOURCE ECONOMICS:

Name	Rank	Specialization	Undergraduate teaching responsibilities
Ken Belcher	Professor	Ecological economics, Resource and environmental economics, Environmental policy, Wetland and wildlife conservation policy	RRM 114.3 – Introductory Resource Economics and Policy

Richard Gray	Professor	Risk and production economics, Economics of nutrition, Agricultural marketing, Grain transportation and other infrastructure, Agricultural innovation and research funding mechanisms	AREC 272.3 – Introduction to Agricultural Economics AREC 451.3 – Agricultural Problems and Policies
Jill Hobbs	Professor	Economics of food safety, Quality and traceability, Supply chain relationships in the agri-food sector, Consumer behaviour	AREC 440.3 – Agricultural Marketing Systems AREC 348.3 - Food Economics and Consumer Behaviour
William Kerr	Professor	Commercial Policy, International Trade	AREC 344.3 – Follow the Grain AREC 356.3 – The Economics of International Agribusiness
Suren Kulshreshtha	Professor	Greenhouse gas emission mitigation, Drought economic impact assessment, Water resources and irrigation, Water resources and irrigation, Environmental valuation	AREC 361.3 – Intermediate Statistics and Decision Making AREC 432.3 – Rural Development Theory Policy and Case Studies
David Natcher	Professor	Aboriginal land and resource management, Economic and environmental anthropology, Arctic and Subarctic North America	AREC 220.3 - History of Indigenous Agriculture in Canada  RRM 312.3 – Natural Resource Management and Indigenous Peoples
James Nolan	Professor	Regulatory economics, Computational economics, Transportation policy, Regional and urban economics	AREC 342.3 – Industrial Organization in Agricultural Markets AREC 420.3 – Operations Management for Agriculture
Hayley Hesseln	Associate Professor	Forestry, Property rights, Wildfire economics, Natural resource economics	AGRC 113.3 – Agri Food Issues and Institutions AREC 238.3 – Natural Resource Economics
Eric Micheels	Associate Professor	Farm financial management, Agribusiness marketing, Farm and agribusiness management	AREC 347.3 – Agribusiness Marketing Management AREC 495.3 – Agribusiness Venture Management
Robert Roy	Associate Professor	Agricultural economics, Marketing	AREC 346.3 – Principles of Selling AREC 343.3 – Grain and Livestock Marketing
Stuart Smyth	Associate Professor	Intersect of regulation and liability as it relates to innovation, Agricultural biotechnology	AREC 251.3 – Introduction to Agricultural Policy AREC 459.3 – The Economics of Agricultural Innovation AREC 492.3/494.3 – Research and Technical Writing
Sabine Liebenehm	Assistant Professor	Empirical analysis of longitudinal micro-level data, Lab-in-the-field experiments, Social networks, Socioeconomic impact assessment, Poverty and vulnerability analysis	AREC 354.3 – Agribusiness Management Information Systems AREC 428.3 – Case Studies in Agribusiness Management

Patrick Lloyd-Smith	Assistant Professor	Water and resource economics, non-market valuation, consumer behaviour, ecosystem services	AREC 430.3 – Advanced Natural Resource Economics
Tristan Skolrud	Assistant Professor	Agri-environmental policy, Applied microeconomics, Farm-level decision making, Agricultural finance	AREC 315.3 – Application of Microeconomic Theory to Agriculture AREC 322.3 – Agricultural Finance
Peter Slade	Assistant Professor	Agricultural policy, Industrial organization, Productivity analysis, Social economics	AREC 230.3 – Innovation and Entrepreneurship

Food and Bioproduct Sciences currently has 9.75 FTE faculty members, all with various teaching assignments in their FABS and Food Science programs.

#### **FABS:**

<b>Name</b>	<b>Rank</b>	<b>Specialization</b>	<b>Undergraduate teaching responsibilities</b>
Ai, Yongfeng	Assistant Professor	Carbohydrate chemistry, nutrition and utilization, Crop quality and utilization, Extrusion processing, Pet food, Dietary fiber	AGRC 112.3 – Animal Agriculture and Food Science; FABS 498.3 – Advanced Carbohydrates; FABS 417.3 – Food Analysis
Eskiw, Christopher	Associate Professor	Nutrigenomics, Molecular gerontology, Genome organization	FABS 212.3 – AgriFood and Resource Microbiology; FABS 323.3 – Food Additives and Toxicants; FABS 362.3 Functional Foods and Nutraceuticals:
Ghosh, Supratim	Associate Professor	Food nanotechnology, Emulsions, Fat crystallization, Rheology, Encapsulation and delivery systems, Bioavailability	FABS 110.3 – The Science of Food; FABS 417.3 – Food Analysis
Korber, Darren	Professor, Dept. Head (FABS)	Biofilm communities, Microbial stress response and antimicrobial resistance, Food fermentation	FABS 212.3 – AgriFood and Resource Microbiology FABS 360.3 – Water Microbiology FABS 325.3 – Food Microbiology; FABS 452.3 – QA and HACCP FABS 450.3 – Rumen Microbiology;
Nickerson, Michael	Professor	Protein quality and utilization	FABS 110.3 – The Science of Food; FABS 417.3 – Food Analysis; FABS 460.3 – Protein Science and Technology; FABS 493.3 – Product Development
Qiu, Xiao	Professor	Molecular biology and biotechnology of nutraceuticals, Bioactive lipids and industrial biochemicals	FABS 211.3 – Intro Bioproduct Science; FABS 411 – Lipid Science and Technology; PLSC 416.3 Applied Plant Biotechnology; FABS 492.3/494.6 Literature-/Project-based theses
Shand, Phyllis	Professor	Quality and processing of meat and meat products, Protein functionality and gelation, Utilization of pulses in meat processing	AGRC 112.3 – Animal Agriculture and Food Science; FABS 210.3 – The Science of Food; FABS 457.3 – Meat Science and Technology; FABS 486.3 – Sensory Evaluation of Food; FABS 345.3 – Unit Operations in Food Processing



Tanaka, Takuji	Associate Professor	Enzyme structure-function relationship studies, Enzyme utilization in food and bioproduct processing	FABS 222.3 – Food Security; FABS 334.3 – Industrial Microbiology; FABS 371.3 – Food Biotechnology; FABS 401.3 – Dairy Science and Technology; FABS 474.3 – Food Enzymology
Tyler, Robert	Professor, Dept. Head (ANPS)	Crop utilization	AGRC 112.3 – Animal Agriculture and Food Science; PLSC 420.3 – Grain Chemistry and Technology; FABS 417.3 – Food Analysis
Vujanovic, Vladimir	Professor	Molecular mycology and biotechnology, Microbiome and endosymbionts, Biocontrol, Mycotoxins	FABS 212.3 –AgriFood and Resource Microbiology; FABS 222.3 – Food Security; FABS 334.3 –Industrial Microbiology;

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

No courses or programs will be deleted from the programming offered by either unit in order to make room for the new program. Accordingly, the Agricultural Economics B.S.A. degree program and B.Sc. Agribusiness degree program (ARE) in Agriculture and Bioresources, the Food and Bioproduct Sciences (Agriculture and Bioresources) degree, and the Food Science degree (Arts and Science) degrees will all be offered in parallel with the new *Food Industry Management* degree.

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

While there may be scheduling changes required to accommodate this program in concert with existing programs, it is not anticipated that the teaching duties of individual faculty from either the FABS or ARE departments will change because of offering this new program. It is noteworthy that faculty have generally been responsible for the same courses for several years. To a large extent, maintaining these assignments will ensure that the experience accrued by faculty, as well as teacher-scholar value-added elements, will not be sacrificed/will be preserved.

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

While it is not anticipated that significant budget resources will be needed to deliver this program in the classroom, some extra teaching support may be needed to accommodate this new program in the following ways: i) need for larger classrooms to accommodate larger student numbers, ii) additional TA hours to assist professors in marking of assignments and projects, iii) additional resources (consumables, TA hours) in support of extra laboratory sections or larger lab sizes. In terms of administration, again, it's not anticipated there will initially be significant increases in administrative load once the program is launched and running; however, there are anticipated to be some requirements for administrative support (a one-year

term for a research associate and possibly an assistant) to work in establishing an advance slate of collaborative agreements with local stakeholder companies, who would play important roles in the delivery of capstone courses with experiential or business training modules. It is notable that the FABS department presently has unused laboratory capacity which may be accessed by offering more lab sections or filling individual lab sections more fully. However, if this capacity is utilized, then resources might be required to expand on capacity.

- 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.*

The plan for delivery of this program is using the face-to-face model of instruction, as traditionally used for our respective existing programs. However, we may also deliver some courses online to allow students to take some of their credit units remotely. For instance, FABS 110 (The Science of Food) was developed as a fully-remote course due to COVID-19, and thus an option could be developed for continued remote delivery, while simultaneously providing face-to-face in person instruction for on-campus students. In addition AGRC 113.3. has had an online/distance delivery option for many years available to students. We see this as being advantageous for attracting students from both northern communities or other remote settings, as well as introducing and attracting them to the subject area.

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

This will be an interdisciplinary program; however, both programs will rely on instructors and resources that are currently available for delivery of their respective programs. That said, some incremental costs of delivering larger classes and labs, with possibly additional sections, would likely be incurred.

- 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?*

For University-level awards, scholarships and bursaries are available to all qualified students. For college-level awards, eligibility will be dependent on award conditions as determined by the respective Student Finance and Awards adjudication committees.

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

Tuition will be the same (standard category) as for other FABS or ARE programs under the College of Agriculture and Bioresources degree umbrella (tuition category 13). Students will pay the tuition category rate associated with the course they enrol in.

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

The cost of program delivery will, as indicated previously, experience relatively-low costs associated with TA and laboratory support that would be proportional to increases in student numbers in the program, as outlined below:

**Estimated costs of program delivery:**

Program enrolment	100
Student and laboratory costs	\$ 6,707
Teaching assistants	\$ 12,770

- j. *What is the enrolment target for the program? How many years to reach this target? 4 What is the minimum enrolment, below which the program ceases to be feasible ? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

The enrolment target for this new program is ultimately 25-30 students per year. We anticipate that enrolment will likely start slowly with uptake around 10 students in the first year, and then increasing year over year to a maximum of 25-30. We believe the FABS unit could handle a total of ~100 more students than currently in our programs (across all 4 years) without significantly affecting our ability to operate with current resources of faculty and lab instructors (this would reflect 5 sections of FABS 325 lab with 30 students per section) and the delivery of our existing programs. Note that additional lab resources and TA support would rise in proportion with program uptake. With current faculty and staff in ARE, they could handle an additional 20 students in each year of the new program with additional TA and possibly sessional lecturer support. Target intake is expected to be achieved in the fourth year (2026/27 and program enrolment would be full capacity at 100 in 2028/29.

- 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?*

Tuition revenues would be shared between the Colleges in accordance with the TABBS model. The College of Agriculture and Bioresources will house and administer this new B.Sc. degree program.

	<u>2028/29</u>
<b><u>Student Data (FTE)</u></b>	
Total Yr 1 students	25.00
Total Yr 2 students	25.00
Total Yr 3 students	25.00
Total Yr 4 students	25.00
Total program	100.00
<b><u>Tuition rate per credit unit</u></b>	
AgBio Classes	231.30
Arts & Science	230.18
Edwards School of Business	291.00

	<u>2028/29</u>
<b><u>Program tuition generated</u></b>	
AgBio Classes	417,005
Arts & Science	199,862
Edwards School of Business	95,695
Total Tuition	<u>712,563</u>
Core Program	552,120
Electives and restricted electives	<u>160,442</u>
Total Tuition	<u>712,562</u>

Given current assumptions on students and course enrolment, 80% of the tuition is considered new to the university.

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

This program will be supported initially through the independent programming of the respective units, and thus any incremental gains in terms of enrolment will improve fiscal sustainability of Food and Bioproduct Sciences and Agricultural and Resource Economics, overall.

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

As indicated above, additional resources may be needed to cover increased enrolment in the courses; however, additional faculty are not required at the predicted intake level.

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

The program will start from a cost-neutral position due to the fact that both units are currently offering separate programs in the two colleges and some capacity exists in the courses.

Direct costs for teaching assistants, laboratories and supplies in AgBio are expected be about \$19,500. Funding would be provided by the college based on its current budget formula.

**Overall, a number of factors have aligned** which make this new program an excellent opportunity. The opportunity for development of this program is exemplified by the fact that similar programs by comparable institutions in Canada are popular and well subscribed, and with successful student outcomes post-graduation. The classes needed to offer this program are already being offered by our respective units at the University of Saskatchewan, so with a small amount of financial support, such a program would present a low-risk in the event that enrollment doesn't meet expectations. Further, the cross-college collaboration model presents a useful strategy for maximizing the productivity and impact of our existing faculty complement, as well as other resources in support of undergraduate teaching in our respective units. It will also offer a supply of qualified undergrads potentially interested in graduate studies in either of our disciplines, feeding into the local food and value-added marketplaces that our stakeholders are asking for. The program will help fill the employment market gap emerging in the food, health and lifestyle sectors.

## College Statement

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

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

## Related Documentation

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

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

- Memos of consultation

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

Consultations: Support units and outside stakeholders

Hi Darren,

The new program sounds very exciting and should garner much interest. I can state that the number of students that you describe will not place any additional burden on our department's resources. We currently offer BMSC 200 in both terms in lecture format, as well as a web-based version of the course in both terms and during Spring/Summer. So there are multiple opportunities for students to fit it into their timetable without worry of enrollment limits.

Best wishes on your proposal.

Bill

Bill Roesler  
Professor and Head,  
Department of Biochemistry, Microbiology & Immunology  
University of Saskatchewan  
Saskatoon, SK S7N 5E5 Canada  
Phone: 306-966-4375  
Email: [bill.roesler@usask.ca](mailto:bill.roesler@usask.ca)

**From:** "Korber, Darren" <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>  
**Date:** Thursday, November 4, 2021 at 10:04 AM  
**To:** "Roesler, Bill" <[bill.roesler@usask.ca](mailto:bill.roesler@usask.ca)>  
**Cc:** "Belcher, Kenneth" <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>, "Korber, Darren" <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>  
**Subject:** proposed/new B.Sc. Food Industry Management degree

Good afternoon Dr. Roesler

I hope you are well.

The departments of Agricultural and Resource Economics and Food and Bioproduct Sciences (both from AgBio) are proposing a joint program in **Food Industry Management** to start in the 2023 academic year. As part of the program, we are requesting that students be required to take BMSC 200.3 (Biomolecules) in the second year of their program. For APC approval, we will be required to provide evidence that this will not put a burden on support departments, such as yours, that are not part of the core of the program. Our projections are that this new degree

program will lead to the registration of 25 students per year, with perhaps 60% of those being new to the university.

If you have any questions or concerns please don't hesitate to contact us.

All the best,

Darren Korber and Ken Belcher

**Ken Belcher**

Professor and Head

Department of Agricultural and Resource Economics

College of Agriculture and Bioresources

University of Saskatchewan

Ph: 306-966-4019

[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)

BE WHAT THE WORLD NEEDS

**Darren R Korber**

Professor and Department Head

Food and Bioproduct Sciences

51 Campus Drive

University of Saskatchewan

Ph: 306-966-7786

[agbio.usask.ca](http://agbio.usask.ca)

BE WHAT THE WORLD NEEDS

Hello Ken.

An additional 25 students is generally within our class capacity. I will write up a proper memo after the reading break to that effect.

The program sounds good.

Cheers

Joel

Sent from my insanely expensive iPad.

---

**From:** Belcher, Kenneth <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>

**Sent:** Thursday, November 4, 2021 3:09 PM

**To:** Bruneau, Joel

**Cc:** Korber, Darren

**Subject:** Proposed/New B.Sc. Food Industry Management

Hi Joel

I hope your fall is going well.

The departments of Agricultural and Resource Economics and Food and Bioproduct Sciences (both from AgBio) are proposing a joint program in **Food Industry Management** to start in the 2023 academic year. As part of the program, we are requesting that students be **required to take ECON 111 in the first year of their program**. There may also be some additional ECON courses that would be a good fit for certain student's interests as electives. For APC approval, we will be required to provide evidence that this will not put a burden on support departments, such as yours, that are not part of the core of the program. Our projections are that this new degree program will lead to the registration of 25 students per year, with perhaps 60% of those being new to the university.

If you have any questions or concerns please don't hesitate to contact us.

All the best,

Darren Korber and Ken Belcher

**Ken Belcher**

Professor and Head

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College of Agriculture and Bioresources

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[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)

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BE WHAT THE WORLD NEEDS

---

Sounds good, thanks Ken.

I do not see the classes that you have listed being an issue for registration as long as the students have the appropriate prerequisites, if any (ex. COMM 104, MATH 110/121). We might also be able to recommend a few more courses to be offered as required and/or electives. Note that COMM 102 is no longer offered with COMM 101 being the sole offering.



We can discuss after your Department meeting and I will forward this along to our Undergraduate Programs team.

Tyler

**Tyler Case, BComm, MBA, FEA**

Assistant Professor of Management

Chair, InVenture

**Edwards School of Business | University of Saskatchewan**

**Nutrien Centre, 25 Campus Drive**

**Saskatoon, SK S7N 5A7**

**Ph: 306-966-1209**

**[edwards.usask.ca](http://edwards.usask.ca)**



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

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**From:** Belcher, Kenneth <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>

**Sent:** Friday, November 5, 2021 11:35 AM

**To:** Case, Tyler <[case@edwards.usask.ca](mailto:case@edwards.usask.ca)>

**Cc:** Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>

**Subject:** RE: Proposed/New B.Sc. Food Industry Management

Hi Tyler

Here are the COMM courses listed as required in the draft Food Industry Management BSc curriculum  
COMM 101.3 – Introduction to Business or COMM 102.3 – Introduction to Business Management  
COMM 201.3 – Introduction to Financial Accounting  
COMM 204.3 – Introduction to Marketing  
COMM 211.3 – Human Resource Management

In addition the following two courses are included in the restricted electives list

COMM 203.3 – Introduction to Finance

COMM 205.3 – Introduction to Operations Management

There are certainly some other COMM courses that may be a good fit for students in this program, but as you indicate these courses may not be available to non-Edwards students.

We are having a Department meeting this afternoon where this will be discussed so it will likely be useful to discuss this with you further if we have some additional recommendations for potential courses, and if that would be possible.

Thanks

Ken

**Ken Belcher**  
Professor and Head  
Department of Agricultural and Resource Economics  
College of Agriculture and Bioresources  
University of Saskatchewan  
Ph: 306-966-4019  
[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)

BE WHAT THE WORLD NEEDS

Hello Darren and Ken,

Thank you for connecting on this program. We, at Edwards, are happy to support AgBio in the development of the ***Food Industry Management*** program.

Do you have a list of COMM courses (core and/or elective) that would be considered for the program? We can help with this as well. Initially, 100 and 200 level courses would be relatively easy to accommodate, while 300 and 400 level courses would require a bit more strategizing as it relates to prerequisites and section space (overrides).

We can speak further if need be,

Tyler

**Tyler Case, BComm, MBA, FEA**  
Assistant Professor of Management  
Chair, InVenture  
**Edwards School of Business | University of Saskatchewan**

**Nutrien Centre, 25 Campus Drive**  
**Saskatoon, SK S7N 5A7**  
**Ph: 306-966-1209**  
[edwards.usask.ca](http://edwards.usask.ca)



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

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**From:** Belcher, Kenneth <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>  
**Sent:** Thursday, November 4, 2021 3:06 PM  
**To:** Case, Tyler <[case@edwards.usask.ca](mailto:case@edwards.usask.ca)>  
**Cc:** Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>  
**Subject:** Proposed/New B.Sc. Food Industry Management

Hello Dr. Case

I hope you are well. I am contacting you given your initial exposure to our Food Industry Management BSc proposal, and your comments, at our last College of Agriculture and Bioresources Faculty Council meeting.

As you know, the departments of Agricultural and Resource Economics and Food and Bioproduct Sciences (both from AgBio) are proposing a joint program in **Food Industry Management** to start in the 2023 academic year. As part of the program, we are requesting that students be **required to take 12 cu of COMM courses through the four years of their program**. There are also some additional COMM courses that would be a good fit for students in the program as electives. For APC approval, we will be required to provide evidence that this will not put a burden on support departments, such as yours, that are not part of the core of the program. Our projections are that this new degree program will lead to the registration of 25 students per year, with perhaps 60% of those being new to the university.

If you have any questions or concerns please don't hesitate to contact us.

All the best,

Darren Korber and Ken Belcher

**Ken Belcher**  
Professor and Head  
Department of Agricultural and Resource Economics  
College of Agriculture and Bioresources  
University of Saskatchewan  
Ph: 306-966-4019  
[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)

BE WHAT THE WORLD NEEDS

**Darren R Korber**

Professor and Department Head

**Food and Bioproduct Sciences**

51 Campus Drive

University of Saskatchewan

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[agbio.usask.ca](http://agbio.usask.ca)

BE WHAT THE WORLD NEEDS

Hi Darren and Ken,

I don't see an additional 15 students new to the U of S will add significant additional strain to Biology 120 in the long term. However, I do want to make you aware that there is already existing significant competition for *preferred timeslots* (lecture and lab) in this course. This is often framed as a problem for specific programs. To accommodate total demand we have resorted to teaching lecture and lab sections on Saturdays in the fall term, which is not a universally popular option with students. If this is continued to be resourced by the College of Arts and Science there will be 15 seats available. Typically, the greatest student demand is also in the fall term, so if your program has sufficient flexibility to allow students to take Biology 120 in either T1 or T2, that would also increase your students' access.

In addition, the WP Thompson Biology building is closed for maintenance and renovations until at least fall 2023, requiring us to relocate to smaller teaching labs across campus. Total spaces in many of our courses will be constrained until then. After that, we expect that the renovated building should allow better lab schedules for students.

We value the relationships that we have with a large number of programs across campus requiring first year biology. We are being vocal about how it is not just total seats, but also permissive scheduling, that impacts students in these large first year courses. It might be good to be able to call on colleagues outside of Arts & Science, such as yourselves, for support in these conversations if necessary.

I've copied Tracy Marchant, our undergraduate chair, for any additional comments.

Good luck with the program,

Chris Todd

**Christopher D Todd, PHD**

Professor and Head

Department of Biology

Ph: 306-966-4400

**From:** Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>  
**Sent:** Thursday, November 4, 2021 10:41 AM  
**To:** Todd, Christopher <[chris.todd@usask.ca](mailto:chris.todd@usask.ca)>  
**Cc:** Belcher, Kenneth <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>; Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>  
**Subject:** FW: proposed/new B.Sc. Food Industry Management degree

Good morning, Dr. Todd

I hope you are well.

The departments of Agricultural and Resource Economics and Food and Bioproduct Sciences (both from AgBio) are proposing a joint program in **Food Industry Management** to start in the 2023 academic year. As part of the program, we are requesting that students be **required to take BIOL 120.3 (The Nature of Life) in the first year of their program**. For APC approval, we will be required to provide evidence that this will not put a burden on support departments, such as yours, that are not part of the core of the program. Our projections are that this new degree program will lead to the registration of 25 students per year, with perhaps 60% of those being new to the university.

If you have any questions or concerns please don't hesitate to contact us.

All the best,

Darren Korber and Ken Belcher

**Ken Belcher**

Professor and Head

Department of Agricultural and Resource Economics

College of Agriculture and Bioresources

University of Saskatchewan

Ph: 306-966-4019

[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)

BE WHAT THE WORLD NEEDS

**Darren R Korber**

Professor and Department Head

Food and Bioproduct Sciences

51 Campus Drive

University of Saskatchewan

Ph: 306-966-7786

[agbio.usask.ca](mailto:agbio.usask.ca)

BE WHAT THE WORLD NEEDS

.....

Hello Darren and Ken (if I may),

My answer is a bit complicated. In principle, our department is happy to service these 25 students, as we do for many other programs inside and outside our college, but that our ability to do so is dependent on college funding, which is in turn dependent on resourcing from the university to support this kind of service teaching. Currently, it the university doesn't recognized the level of service teaching we do in the college, as reflected in our current level of funding. So, I will factor this request into my budget ask from the College. But I am hesitant to commit to taking on these 25 students, knowing that every time we add a seat for service teaching, we are (without more resources) taking away a seat from a potential English major.

Apologies for the equivocal answer.

With regards,

Brent

**From:** Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>

**Sent:** Thursday, November 04, 2021 10:34 AM

**To:** Nelson, Brent <[brent.nelson@usask.ca](mailto:brent.nelson@usask.ca)>

**Cc:** Belcher, Kenneth <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>; Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>

**Subject:** proposed/new B.Sc. Food Industry Management degree

Good morning, Dr. Nelson

I hope you are well.

The departments of Agricultural and Resource Economics and Food and Bioproduct Sciences (both from AgBio) are proposing a joint program in **Food Industry Management** to start in the 2023 academic year. As part of the program, we are requesting that students be **required to take 3 cu of ENG in the first year of their program**. For APC approval, we will be required to provide evidence that this will not put a burden on support departments, such as yours, that are not part of the core of the program. Our projections are that this new degree program will lead to the registration of 25 students per year, with perhaps 60% of those being new to the university.

If you have any questions or concerns please don't hesitate to contact us.

All the best,

Darren Korber and Ken Belcher

**Ken Belcher****Professor and Head****Department of Agricultural and Resource Economics****College of Agriculture and Bioresources****University of Saskatchewan****Ph: 306-966-4019****[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)****BE WHAT THE WORLD NEEDS****Darren R Korber****Professor and Department Head****Food and Bioproduct Sciences****51 Campus Drive****University of Saskatchewan****Ph: 306-966-7786****[agbio.usask.ca](mailto:agbio.usask.ca)****BE WHAT THE WORLD NEEDS**

.....

Dear Darren,

Dear Ken,

Thank you for giving me a chance to review the proposal. The Food Industry Management Program sounds like a very practical and important programming change, and I wish you the best of luck with its implementation.

Briefly speaking, I am cautiously optimistic that we can accommodate the increased cohorts in our calculus classes. However, the change will exert additional pressure on our resources, and I would be grateful if you indicated that in your proposal. With the help of our Undergraduate Chair, Dr. Gary Au, and our Lab Coordinators, Ms. Manuela Golban, and Mr. Amos Li, we have identified several potential issues. We also have some recommendations. Here they are:

- We believe many AgBio students are already taking MATH104. The class size of Math 104 has already been large ( $\geq 350$  students). So, increasing the cap to 375 would be conditional upon finding a big enough lecture hall.
- The online (web-based) Math 104 has no limitation on class size, so increasing the class size by 25 should not present a problem.
- There would also be a concern if the majority of students opted to take MATH125, which is offered only once a year and is usually full.
- Whether Math 104/110/125 would incur much more marking expenses for handling 25 more students would depend largely on whether the midterm and final exam papers are

computer-marked or human-marked. Of course, this is for the instructors to decide, even if the department can have some influence here. Anyhow, in the latter scenario the change will carry some small cost to College.

I hope these notes clarify where we stand in terms of resources. Please do give me a shout if you wish to discuss any of it further.

All the best,  
Artur

**From:** Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>  
**Sent:** Thursday, November 4, 2021 10:31 AM  
**To:** Sowa, Artur <[sowa@math.usask.ca](mailto:sowa@math.usask.ca)>  
**Subject:** proposed/new B.Sc. Food Industry Management degree

Good morning, Dr. Sowa

I hope you are well.

The departments of Agricultural and Resource Economics and Food and Bioproduct Sciences (both from AgBio) are proposing a joint program in **Food Industry Management** to start in the 2023 academic year. As part of the program, we are requesting that students be **required to take MATH 104.3 or 110.3 or 125.3 in the first year of their program**. For APC approval, we will be required to provide evidence that this will not put a burden on support departments, such as yours, that are not part of the core of the program. Our projections are that this new degree program will lead to the registration of 25 students per year, with perhaps 60% of those being new to the university.

If you have any questions or concerns please don't hesitate to contact us.

All the best,

Darren Korber and Ken Belcher

**Ken Belcher**  
Professor and Head  
Department of Agricultural and Resource Economics  
College of Agriculture and Bioresources  
University of Saskatchewan  
Ph: 306-966-4019  
[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)

BE WHAT THE WORLD NEEDS



**Darren R Korber**

Professor and Department Head

**Food and Bioproduct Sciences**

**51 Campus Drive**

**University of Saskatchewan**

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**BE WHAT THE WORLD NEEDS**



**PROTEIN  
INDUSTRIES  
CANADA**

200-1965 Broad Street  
REGINA SK S4P 1Y1

October 26, 2021

Dear Drs. Korber and Belcher:

Protein Industries Canada is an industry-led, not-for-profit organization aimed at investing collaboratively to accelerate innovation and competitiveness of the Canadian plant protein sector. We work with the private sector to create co-investments that can transform the agriculture and food production sector, allowing Canada to secure our position as a global leader in the production of plant-based products and co-products.

Our partners range from small and medium sized companies to large multi-nationals, all making investments across Western Canada. These investments are creating a large employment gap for highly skilled workers with knowledge of science, production, marketing and business.

We feel that an undergraduate program in Food Industry Management will generate a highly skilled workforce to meet the growing demands. And as such, we strongly support this new Food Industry Management degree initiative between the Departments of *Food and Bioproduct Sciences* and *Agricultural and Resource Economics* at the U of S.

Sincerely,



W. L. (Bill) Greuel  
Chief Executive Officer

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

## **Food Industry Management**

Bachelor of Science in Food Industry Management [B.Sc.(FIM)]

The food agribusiness sector represents a key pillar of the Canadian economy. The B.Sc. in Food Industry Management provides students with fundamental and applied interdisciplinary skills in business, agribusiness and food science, along with experiential learning and possible internship opportunities to make them market-ready upon graduation. Core course content includes business management, agricultural commodities, bioproducts, transportation and processing, food safety; students will be exposed to unique cross-disciplinary and interdisciplinary perspectives, hands-on training, and knowledge to encourage creativity and problem-solving skills necessary to meet the current and emerging needs in the food agribusiness job field post-graduation.

### **Minimum Requirements for Degree (120 credit units)**

#### **Year 1 - (30 credit units)**

AGRC 110.3 Scientific Literacy and Communication for the Agricultural Sciences

AGRC 113.3 Introduction to Agri-Food Economics

AREC 220.3 History of Indigenous Agriculture in Canada

BIOL 120.3 The Nature of Life

CHEM 112.3 General Chemistry I Structure Bonding and Properties of Materials

COMM 101.3 Introduction to Business

ECON 111.3 Introductory Microeconomics

FABS 110.3 The Science of Food

MATH 104.3 Elementary Calculus or MATH 110.3 Calculus I or MATH 125.3 Mathematics for the Life Sciences

#### **Choose 3 credit units from the following:**

- ENG 111.3 Literature and Composition Reading Poetry
- ENG 112.3 Literature and Composition Reading Drama
- ENG 113.3 Literature and Composition Reading Narrative
- ENG 114.3 Literature and Composition Reading Culture
- ENG 120.3 Introduction to Creative Writing

#### **Year 2 (30 credit units)**

AREC 230.3 Innovation and Entrepreneurship

AREC 272.3 Introduction to Agricultural Economics

BMSC 200.3 Biomolecules

COMM 201.3 Introduction to Financial Accounting

COMM 203.3 Introduction to Finance

COMM 204.3 Introduction to Marketing

FABS 211.3 Introductory Bioproduct Science

FABS 212.3 Agrifood and Resources Microbiology or BMSC 210.3 Microbiology

PLSC 214.3 Statistical Methods or STAT 245.3 Introduction to Statistical Methods

**Choose 3 credit units from the following:**

- BIOL — 100-Level, 200-Level, 300-Level, 400-Level
- CHEM — 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 120.3 Introduction to Global Environmental Systems or GEOG 125.3 Environmental Science and Society
- GEOL — 100-Level, 200-Level, 300-Level, 400-Level
- PHYS — 100-Level, 200-Level, 300-Level, 400-Level

**Years 3 and 4 (60 credit units)**

AREC 322.3 Agricultural Finance

AREC 346.3 Principles of Selling

AREC 347.3 Agribusiness Marketing Management

AREC 348.3 Food Economics and Consumer Behaviour

AREC 354.3 Agribusiness Management Information Systems

AREC 428.3 Case Studies in Agribusiness Management or AREC 495.3 Agribusiness Venture Management or FABS 492.3 Literature Thesis

FABS 315.3 Food Chemistry

FABS 325.3 Food Microbiology and Safety

FABS 345.3 Unit Operations in Food Processing

FABS 417.3 Food and Bioproducts Analysis

FABS 452.3 Quality Assurance and HACCP

**Choose 3 credit units from the areas of Social Science, Humanities or Fine Arts:**

**Humanities**

- CHIN — 100-Level, 200-Level, 300-Level, 400-Level
- CLAS — 100-Level, 200-Level, 300-Level, 400-Level
- CREE — 100-Level, 200-Level, 300-Level, 400-Level
- ENG — 100-Level, 200-Level, 300-Level, 400-Level

- FREN — 100-Level, 200-Level, 300-Level, 400-Level
- GERM — 100-Level, 200-Level, 300-Level, 400-Level
- HEB — 100-Level, 200-Level, 300-Level, 400-Level
- HIST — 100-Level, 200-Level, 300-Level, 400-Level
- HNDI — 100-Level, 200-Level, 300-Level, 400-Level
- INTS — 100-Level, 200-Level, 300-Level, 400-Level
- JPNS — 100-Level, 200-Level, 300-Level, 400-Level
- LATN — 100-Level, 200-Level, 300-Level, 400-Level
- LIT — 100-Level, 200-Level, 300-Level, 400-Level
- PHIL — 100-Level, 200-Level, 300-Level, 400-Level
- RLST — 100-Level, 200-Level, 300-Level, 400-Level
- RUSS — 100-Level, 200-Level, 300-Level, 400-Level
- SNSK — 100-Level, 200-Level, 300-Level, 400-Level
- SPAN — 100-Level, 200-Level, 300-Level, 400-Level
- UKR — 100-Level, 200-Level, 300-Level, 400-Level
- WGST — 100-Level, 200-Level, 300-Level, 400-Level
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the Class Search.
- MUS 111 is acceptable toward the Humanities requirement.

#### **Social Sciences**

- ANTH — 100-Level, 200-Level, 300-Level, 400-Level
- ARCH — 100-Level, 200-Level, 300-Level, 400-Level
- ECON — 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning
- INDG — 100-Level, 200-Level, 300-Level, 400-Level
- IS — 100-Level, 200-Level, 300-Level, 400-Level
- LING — 100-Level, 200-Level, 300-Level, 400-Level
- PLAN — 100-Level, 200-Level, 300-Level, 400-Level
- POLS — 100-Level, 200-Level, 300-Level, 400-Level

- PSY — 100-Level, 200-Level, 300-Level, 400-Level
- SOC — 100-Level, 200-Level, 300-Level, 400-Level
- SOSC — 100-Level, 200-Level, 300-Level, 400-Level
- WGST — 100-Level, 200-Level, 300-Level, 400-Level
- Any senior-level social science course, provided the prerequisite is met. Please note that certain GEOG courses are considered Science courses. Refer to the Class Search.
- Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. ECON 204, PSY 233, PSY 234, SOC 225 and SOC 325).
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the Class Search.

#### **Fine Arts**

- ART — 100-Level, 200-Level, 300-Level, 400-Level
- ARTH — 100-Level, 200-Level, 300-Level, 400-Level
- DRAM — 100-Level, 200-Level, 300-Level, 400-Level
- MUS — 100-Level, 200-Level, 300-Level, 400-Level

#### **Choose 15 credit units of restricted electives from the following:**

- AGRC 445.3 Experiential Learning in the Workplace
- AREC 315.3 Application of Microeconomic Theory to Agriculture
- AREC 342.3 Industrial Organization of Agricultural Markets
- AREC 356.3 The Economics of International Agribusiness
- AREC 361.3 Intermediate Statistics and Decision Making
- AREC 420.3 Operations Management for Agriculture
- AREC 440.3 Agricultural Marketing Systems
- AREC 451.3 Agricultural Problems and Policies
- CHEM 115.3 General Chemistry II Chemical Processes
- CHEM 221.3 Analytical Chemistry I
- CHEM 250.3 Introduction to Organic Chemistry
- COMM 205.3 Introduction to Operations Management
- FABS 222.3 Improving Food Security through Food Science and Technology
- FABS 298.3 Special Topics
- FABS 360.3 Water Microbiology and Safety
- FABS 362.3 Functional Foods and Nutraceuticals
- FABS 371.3 Food Biotechnology
- FABS 398.3 Special Topics
- FABS 401.3 Dairy Science and Technology
- FABS 411.3 Lipid Science and Technology

- FABS 457.3 Meat Science and Technology
- FABS 460.3 Protein Science and Technology
- FABS 474.3 Food Enzymology
- FABS 493.3 Product Development
- FABS 498.3 Special Topics
- PLSC 420.3 Grain Chemistry and Technology

**Open Electives**

Choose 9 credit units of Open Electives



# 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.

**Instructions:**

- 1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
- 1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. 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:

**Bachelor of Science Food Industry Management**

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>Revenue</b>						
Tuition revenue:						
Total # of domestic students (headcount)	10	25	50	75	90	full program in year 6 at 100 students (25/year)
Domestic tuition rate	\$ 6,939.00	\$ 7,216.56	\$ 7,505.22	\$ 7,805.43	\$ 8,117.65	4% escalation on AgBio tuition category 13
Total tuition revenue - domestic	\$ 69,390.00	\$ 180,414.00	\$ 375,261.12	\$ 585,407.35	\$ 730,588.37	
Total # of international students (headcount)						
International tuition rate						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Student fees*						
Excursion						
Lab						
Other (list in Comments)						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
<b>Total Revenue</b>	<b>\$ 69,390.00</b>	<b>\$ 180,414.00</b>	<b>\$ 375,261.12</b>	<b>\$ 585,407.35</b>	<b>\$ 730,588.37</b>	
<b>Expenditures</b>						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty						no increment costs or faculty
Sessionals or limited term instructional support				\$ 8,500.00	\$ 17,000.00	potential for sessional support for 2 classes as the program reaches capacity
Students	\$ 850.00	\$ 2,338.00	\$ 5,317.00	\$ 8,776.00	\$ 11,173.00	teaching assistants in AgBio courses, based on current budget formula
Staff						
Honoraria						
Total salary and benefits	\$ 850.00	\$ 2,338.00	\$ 5,317.00	\$ 17,276.00	\$ 28,173.00	
Scholarships and bursaries						







Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

**Requirements:** Itemize start-up costs 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. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

**Name of Program:**

**Bachelor of Science Food Industry Management**

	Academic Year	
	Year 1	Comments
<b>Start-Up Costs</b>		
Faculty and staff recruitment	\$ -	no start up costs
Marketing and promotion	\$ -	accommodated within existing college resources
Curriculum development	\$ -	
Facilities refurbishment	\$ -	
Equipment and IT	\$ -	
Library enhancements	\$ -	
Other ( <i>list in Comments</i> )	\$ -	
<b>Total Start-Up Costs</b>	\$ -	

**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](mailto:lucy.vuong@usask.ca).



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

**Requirements:** Provide detailed information to support the financial information noted in the worksheets.

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.

**Name of Program:**

**Bachelor of Science Food Industry Management**

**Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?**

The program targets several student demographics, in particular younger generations who are more interested in the science of producing foods using nutritional and functional ingredients as well as those interested in, and concerned with, the management of food sector enterprises along with entrepreneurial aspirations to develop successful food sector businesses. This cohort of students are concerned about environmentally-sustainable production practices, technologies (e.g., biotechnology, by-product utilization) and ingredients used in food production, their nutritional impacts, sector and policy management, agri-food marketing, supply chains, international trade and value-added addition to small and medium sized enterprises. Recruitment in the first year will be very limited due to time constraints. Low enrolment will be an indicator to review the program or marketing strategy. Since there are limited incremental costs there will be time to investigate improvements.

**Faculty and staff: List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program.**

**This should include new and existing faculty and staff resources.**

Year 1: ARE and FABS have a combined 24 faculty and 1.75 FTE ASPA instructional employees who will participate to varying degrees depending on the courses they instruct over the years. No additional positions will be created.

Year 2:

Year 3:

Year 4:

**Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).**

Normal resource requirements for face-to-face delivery.

**Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.**

The program is anticipated to generate revenue given courses in the program are already offered and there are not a lot of cost increases associated with more students in those courses.

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](mailto: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 ☒ No ☐

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

Yes ☐ No ☒

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

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

Bachelor of Science in Food Industry Management - BSCFIM [Bachelor of Sc Food Indus Mgmt] - suggested Banner code and description (maximum of 30 characters for description)

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

B.Sc. (FIM)

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?

Degree level

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

Yes ☐ 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?

College of Agriculture and Bioresources [AB Agriculture and Bioresources - built in Banner]

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.

FIM [Food Industry Management] - suggested Banner code and description

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 ☒

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 ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐  
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐  
☐

Joint Degree

☐  
☐

Dual Degree

☐  
☐

Professional Internship Program

☐  
☐

Faculty-Led Course Abroad

☐  
☐

Term Abroad Program

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?



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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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



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

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

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

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

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

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

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

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

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

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

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

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

**Section 7: Course Information**

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

No

2

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

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

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

Yes ☐ No ☐

If NO, please describe.

As per current set-up

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

Yes ☐ No ☐

If YES, please describe.

As per current set-up

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.  
Attached completed "Course Creation Forms" to this document would be helpful.

**Section 8: Admissions, Recruitment, and Quota Information**

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

Yes

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

YYYY05 [May], YYYY07 [July], YYYY09 [September], YYYY01 [January]

3 What is the application deadline for each term(s) students can be admitted to?

As per current set-up

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

Only one major attached - all students admitted to that 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?

N/A

6 Does this impact enrollment?

Target is ultimately 25-30 students per year; anticipate enrolment will likely start slowly with uptake around 10 students in the first year and then increasing year over year to the maximum of 25-30

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

Refer to the College of Agriculture and Bioresources

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

Yes

9 What is the application deadline?

As per current set-up

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

Regular Admission - High School (less than 18 cu's of transferable post-secondary)

- Grade 12 standing or equivalent
- Minimum average of 70% on five subject high school average (see Admissions calculation and average April 2004)
- Prerequisite subjects from each of the following subject areas: Natural Sciences: Biology 30 and Chemistry 30; Mathematics: Foundation of Mathematics 30 or Pre-Calculus 30
- Proficiency in English
- Applicants may be admitted with one subject deficiency that must be cleared before second year of study

Regular Admission - Post-Secondary (18 cu's or more transferable post-secondary)

- Minimum average of 60% on 18 or more transferable cu's or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to USask
- Prerequisite subjects from each of the following subject areas: Natural Sciences: Biology 30 and Chemistry 30; Mathematics: Foundation of Mathematics 30 or Pre-Calculus 30
- Proficiency in English
- Applicants may be admitted with one subject deficiency that must be cleared before second year of study

Provisional Admission

- Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirement

Special (Mature) Admission

- Proof of age (21 or older)
- Biology 30 and Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30
- A written submission demonstrating capacity to undertake university-level studies
- Transcripts of any secondary or post-secondary course work
- Less than 18 cu's of transferable post-secondary course work
- Resume
- Proficiency in English

11 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.)

Regular Admission - 100% Weighting

- average is calculated using five high school subjects or on 18 or more transferable credit units

Provisional Admission - Declaration Form - 100% Weighting

- applicants are admitted at the discretion of the college; the admission decision is based on the applicant's written submission and demonstrated academic potential

Special (Mature) Admission - Special Admission Package - 100% Weighting

- applicants are admitted at the discretion of the college; the admission decision is based on the applicant's written submission and demonstrated academic potential

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

Regular Admission

- admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 cu's of transferable university-level course work at recognized and/or accredited post-secondary institution, with an average of at least 60%

Provisional Admission

- provisional admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process; instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course

- admission is for one academic year only; applicants are restricted to a maximum of 6 cu's of study per term

Special (Mature) Admission

- special (mature) admission is available to applicants who do not qualify for regular admission; applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 cu's of transferable university level course work; applicants must submit a special admission package including proof of age, a written request for special (mature) admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school; academic transcripts must be submitted if any grade 12 or post secondary courses have been completed

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

Same as other College of AB programs through the Admissions Office

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

Admissions Office

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

Same as other undergraduate programs in the College of AB

- 16 Will the standard application fee apply?

Yes

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

Same as other undergraduate programs in the College of AB

- 18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☒ No ☐

**Section 9: Government Loan Information**

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

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

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

Yes

**Section 10: Convocation Information (only for new degrees)**

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

Yes - new degree hood

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

Amanda Storey has been notified

- 3 When is the first class expected to graduate?

As early as Spring Convocation 2024 if an existing student transfers to the program

4

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

25 to 30 students per year

**Section 11: Schedule of Implementation Information**

- 1 What is the start term?

202305 [May 2023]

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

Yes ☐ No ☒

If YES, what and by what date?



**Section 12: Registration Information**

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

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for the College of AB

**Section 13: Academic History Information**

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

**Section 14: T2202 Information (tax form)**

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

**Section 15: Awards Information**

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

Yes ☐ No ☒

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

Yes

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

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

**Section 18: Proposed Tuition and Student Fees Information**

1 How will tuition be assessed?

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

\* See attached documents for further details

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

Yes, standard undergraduate tuition

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

As per current set-up

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

As per current set-up

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.

As per current set-up

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 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes ☒ No ☐

Standard existing tuition differential for international students

14

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).

\$21,376.80 based on 2021-2022 rates for international students

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

## Shirkie, Amie

---

**From:** Beck, Jennifer  
**Sent:** Monday, January 31, 2022 1:08 PM  
**To:** Shirkie, Amie; Warrington, Seanine  
**Subject:** RE: Food Industry Management Program - updated NOI

Hi Amie,

IPA and the Deputy Provost have reviewed the updated Budget and Finance template that has been provided for the Food Industry Management program. It has been noted that this program will use the standard AgBio tuition rate. There are no additional questions or concerns at this time so this is good to go forward with the CWR process.

Cheers,  
-Jennifer

---

**From:** Shirkie, Amie <[amie.shirkie@usask.ca](mailto:amie.shirkie@usask.ca)>  
**Sent:** Friday, January 28, 2022 2:21 PM  
**To:** Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Subject:** FW: Food Industry Management Program - updated NOI

Hello Jennifer and Seanine,

Please see the latest Budget and Finance Template for the proposed B.Sc. Food Industry Management new degree program, and please disregard the earlier version that was sent in my email on January 27 (yesterday).

Apologies for the confusion.

Best,  
Amie

**Amie Shirkie, PhD**  
*she/her*  
Director, Academic and Student Affairs  
**University of Saskatchewan**  
**College of Agriculture and Bioresources**  
**Ph: 306-966-4062**  
**[agbio.usask.ca](http://agbio.usask.ca)**

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**From:** Sawatzki, Laurel <[laurel.sawatzki@usask.ca](mailto:laurel.sawatzki@usask.ca)>  
**Sent:** Friday, January 28, 2022 11:31 AM  
**To:** Freeman, Jen <[jen.freeman@usask.ca](mailto:jen.freeman@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Shirkie, Amie <[amie.shirkie@usask.ca](mailto:amie.shirkie@usask.ca)>; Micheels, Eric <[eric.micheels@usask.ca](mailto:eric.micheels@usask.ca)>; Korber, Darren <[drk137@mail.usask.ca](mailto:drk137@mail.usask.ca)>; Belcher, Kenneth <[ken.belcher@usask.ca](mailto:ken.belcher@usask.ca)>  
**Subject:** Food Industry Management Program - updated NOI

Hi Jen,

It was great to see you this morning and work through some of the numbers. I added a couple of sessional lecturers, and a few notes on the Master page.

**Laurel Sawatzki, CPA, CMA**

Chief Financial and Operations Officer

**University of Saskatchewan**

**College of Agriculture and Bioresources**

**Ph: 306-966-2418**

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## Shirkie, Amie

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**From:** Warrington, Seanine  
**Sent:** Wednesday, February 02, 2022 12:52 PM  
**To:** Micheels, Eric; Isinger, Russ  
**Cc:** Shirkie, Amie; Doell, Jason; Zagiel, Eileen; Storey, Amanda  
**Subject:** RE: Consultation with the Registrar Form - New Bachelor of Science in Food Industry Management [B.Sc.(FIM)]  
**Attachments:** BSc Food Industry Mgmt - Final Consultation with the Registrar Form.xls

Thank you, Eric and Russ.

Amanda, please consider this email string and the attached form as the signed CWR Form for inclusion in the proposal package being submitted to APC by Amie.

Thank you,

Seanine

---

**From:** Micheels, Eric <[eric.micheels@usask.ca](mailto:eric.micheels@usask.ca)>  
**Sent:** Wednesday, February 2, 2022 11:26 AM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Cc:** Shirkie, Amie <[amie.shirkie@usask.ca](mailto:amie.shirkie@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>  
**Subject:** RE: Consultation with the Registrar Form - New Bachelor of Science in Food Industry Management [B.Sc.(FIM)]

All good from our end.

Regards,

Eric

---

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Sent:** Tuesday, February 1, 2022 3:26 PM  
**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Cc:** Micheels, Eric <[eric.micheels@usask.ca](mailto:eric.micheels@usask.ca)>; Shirkie, Amie <[amie.shirkie@usask.ca](mailto:amie.shirkie@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>  
**Subject:** RE: Consultation with the Registrar Form - New Bachelor of Science in Food Industry Management [B.Sc.(FIM)]

Thank you, Russ. We will await Eric's reply.

Seanine

---

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Tuesday, February 1, 2022 3:11 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Micheels, Eric <[eric.micheels@usask.ca](mailto:eric.micheels@usask.ca)>; Shirkie, Amie <[amie.shirkie@usask.ca](mailto:amie.shirkie@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Form - New Bachelor of Science in Food Industry Management [B.Sc.(FIM)]



Approved.

Russ

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

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - 306-966-6723  
Cell Phone - 306-280-6178  
Fax - 306-966-6730

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Sent from Russell Isinger's iPadPro 4

On Feb 1, 2022, at 2:23 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Eric,

Please see the completed Consultation with the Registrar Form to propose the new Bachelor of Science in Food Industry Management [B.Sc.(FIM)] for the 2023-24 Catalogue year. Please note the following highlights of the proposal:

- The program will follow standard per credit unit tuition rates and method of assessment.
- Prior to today's CWR meeting, IPA reviewed the proposal with respect to budget, tuition, and fees. No questions were raised.
- No new courses are proposed along with the new program. As such, no new course proposal forms are required as part of the proposal package.
- The new degree name and credential have been reviewed and confirmed by the Registrar.
- The Convocation Office has been notified that a new degree hood will be required, pending approval.

- The Catalogue Entry, with all admission and degree requirements stated, has been finalized and will be included as a requirement of the proposal package. The Registrar's Office will use this information to update the Catalogue and Degree Works.

Please "reply-all" with your confirmation that the detail in the form is correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions. The completed and signed form is a requirement of the proposal package submitted to APC for approval.

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.

As part of our survey of institutions with programs containing similar elements to our proposed Food Industry Management program (originally-identified by our contracted consultant, Lenore West) we have communicated with various persons (listed below) at the following Canadian institutions: University of Guelph, University of Manitoba, University of Alberta and University of British Columbia.

The programs offered by 3 of the above universities, while containing some similar curriculum and course content, are rather different overall from our proposed program, and either consist of mainly business courses with little food science (i.e., Food Business Management at U of Alberta), or are essentially food science programs with minor options that a student then tailors to their program within the CU restrictions imposed around the minor (e.g., the U of Manitoba Food Science B.Sc. degree with a Business option, or the U of Alberta Food Science degree with minor options). Upon speaking with the unit directors/deans of these programs, we learned the “food business-like programs” were generally less well-subscribed in terms of numbers than their strictly Food Science degree options – e.g., students per year enrollment at U of Alberta and UBC for their undergrad programs were on the order of middle to high single-digits. Our communication with Martin Scanlon (Dean of Agricultural and Food Sciences at the University of Manitoba) provided the following; their Food Science program currently has 79 students, 23 of which are registered in the Food Science with Business option with 14 still undeclared. UBC’s undergraduate program in Food and Resource Economics is relatively new and sees low student subscription (around 5 per year), and is currently being revised to include greater food science content relative to business. The “product” they are targeting would have greater similarity to our planned program than it currently has; the program’s director (Sumeet Gulati) has expressed interest in how our program works, along with student and stakeholder feedback, if and when it’s established.

The undergraduate program with the greatest similarity to our proposed program is the coincidentally-named Food Industry Management B.Sc. program offered by University of Guelph. Guelph’s Food Industry Management major combines a solid background in food science, economics and business, using a mix of theoretical and hands-on learning. Their promotional materials indicate that students will graduate with the knowledge, skills and professional networks needed for effective management in the food sector. In terms of general content, modes of delivery and skills development, Guelph’s offering has strong similarities with our proposed program in that we will offer a true multi-disciplinary merger of food science and economics and business thematic areas, with an almost 50-50 balanced content. In conversation with Jon Warland (Assoc. Dean Academic) he indicated the Food Industry Management B.Sc. has been running for 4 years with enrollment of 8-10 students per year. Dr. Warland emphasized that the students who have completed the program are of high quality and find employment in advance of graduation with regional food companies. He also highlighted that the program has not been adequately promoted or marketed and students in the program are primarily direct entry domestic students. With a high demand for graduates and increased marketing to increase both domestic and international student recruitment it seems enrollment in this program could be increased. Finally, Dr. Warden expressed interest in learning more of our proposed program as it gets up and running and thought the Food Industry Management programs at the Universities of Guelph and Saskatchewan would be very complementary in this area of education.

Our program will be comprised of balanced, multi-disciplinary training and skills-development in business management and food science and will also be distinct from the aforementioned programs from neighboring universities. Furthermore, our Provincial Government's stated goals of doubling of our food sector and related business receipts/sales and exports (see growth plan at <https://www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth>) along with our College's experience with use of social media and other technology-based tools for communicating our new program to the public, we believe that the timing for our new B.Sc. program is ideal.

#### **Universities with food and business content (and contacts that we consulted with):**

##### **University of Guelph: Ontario Agriculture College (Jon Warland, Assoc. Dean Academic)**

- Food Industry Management (BSc) – relatively new program (4 years) with annual enrollment of approximately 10 students. Curriculum includes a balance of food science, economics and business management courses with targeted groups (equivalent to 6 cu) of restricted electives addressing food processing, business management and analysis and food product development among others.

##### **University of Alberta (undergrad) – Jianping Wu (Department of Agricultural, Food and Nutritional Science, University of Alberta) and Michael Ganzle (Professor CRC Tier 1, Faculty of Agricultural, Life and Environmental Sci - Ag, Food & Nutri Sci Dept).**

- Food Business Management (BSc) – still quite new, with low subscription rates (single digits), not a close match to our proposal due to the low number of food science courses, which amounts to approximately 1 year of course work

##### **University of Manitoba - Martin Scanlon, Professor and Dean, Faculty of Agricultural and Food Sciences, University of Manitoba**

- BSc Food Science with Business Option – students select business courses as an option (minor) to complement their Food Science core – this lacks similarity to our proposed course due to the low business/food management content

##### **University of British Columbia (grad and undergrad programming); Rickey Yada (Dean, Land and Food Systems), Sumeet Gulati (director: Food and Resource Economics undergraduate program), Kelleen Wiseman (director: Masters in Food and Resource Economics program)**

- Food and Resource Economics (BSc) – sub-themes include Food Markets and Development; Food and Resource Management; Land, Resources and Environment – relatively new program with ~5 students per year, program currently being revised to include more food science content, expressed interest to know how our program works once established since their goal is to achieve greater balance between business and food science
- Masters in Food and Resource Economics program (course-based masters with yearly enrollment of 40 students out of ~200 qualified applicants)

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

---

**PRESENTED BY:** Alison Oates, chair, Academic Programs Committee

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** **Change to Admissions Qualifications- Master of Physical Therapy Program**

**MOTION:** (Oates/Xiao) *It is recommended that Council approve the changes to the admissions qualifications for the Master of Physical Therapy program, effective the 2023-24 admissions cycle.*

**PURPOSE:**

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies and The School of Rehabilitation Science is proposing an increase in admission standards for its Master of Physical Therapy program. Students applying for admission to the MPT program will be required to achieve a grade of at least 70 per cent in each of the three prerequisite courses Anatomy, Physiology and Statistics, and a cumulative average of 75 per cent in these three courses.

Additionally, the College of Graduate and Postdoctoral Studies is requesting that approval of a full non-academic assessment, including the use of CASPer and a personal statement be approved. This was reviewed and approved the Graduate Programs Committee in December 2019, and use of CASPer was approved at University Council in February 2020, however the requirement that a personal statement be included was not part of that request. To correct that error it is going forward for approval along with the above requested change.

**CONSULTATION:**

These changes received approval at the School of Rehabilitation Science on October 8, 2021 and were reviewed and approved at the January 11, 2022 Graduate Programs Committee within CGPS. The Academic Programs Committee reviewed the proposed changes at its March 9, 2022 meeting and agreed that the changes were reasonable and should help ensure that students entering the MPT program have the required competency in pre-requisite courses.

**ATTACHMENTS:**

1. **Admissions Requirements in pre-requisite courses for the Master of Physical Therapy Program and Correction to Non-Academic Assessment**



## MEMORANDUM

**To:** Academic Programs Committee of Council

**From:** Graduate Programs Committee, College of Graduate and Postdoctoral Studies

**Date:** February 25, 2022

**Re:** **Admission Requirements in Pre-requisite Courses for the Master of Physical Therapy program and Correction to Non-Academic Assessment**

The School of Rehabilitation Science is proposing an increase in admission standards for its Master of Physical Therapy program. Students applying for admission to the MPT program will be required to achieve a grade of at least 70 per cent in each of the three prerequisite courses Anatomy, Physiology and Statistics, and a cumulative average of 75 per cent in these three courses.

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this change at its meeting of January 11, 2022. Committee members noted that grading requirements in prerequisite courses have also been established for other health science programs at the University of Saskatchewan and such a standard is consistent with physical therapy programs at other universities. The committee also noted that this change would not result in a limitation to the equity applicant pool for the school.

The following motion was approved unanimously: That the Committee recommend approval of revising entrance requirements to the Master of Physical Therapy program to require that applicants achieve a minimum grade of 70% on each pre-requisite course with a combined pre-requisite course average of 75%, to be considered for admission to the MPT program, effective for admissions in 2023.

While editing the catalogue entry, it was noted that the full non-academic assessment was not included when the motion was sent to APC and Council in 2019/2020. The motion was approved by the Graduate Programs Committee on December 11, 2019 and subsequently went forward for approval missing documentation of the personal statement requirement. The full non-academic assessment includes the CASPer exam and a Personal Statement.

The admission requirements for the program are described here:  
<https://programs.usask.ca/grad-studies/physical-therapy/index.php>

Attached please find a memo from the School of Rehabilitation Science.

If you have any questions, please contact Melissa Kyrejto at  
[gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)

Cc: Cathy Arnold, Director, School of Rehabilitation Science  
Audrey Zucker-Levin, Chair of Admissions Committee, School of Rehabilitation Science



October 20, 2021

Dr. Ryan Walker, Associate Dean  
College of Graduate and Postdoctoral Studies  
110 Science Place, Room 116  
Saskatoon, SK

Dear Dr. Walker:

Ahead is a request to change a component of our admissions requirement for the Master of Physical Therapy (MPT) program. You will find our current requirement, rationale for change and recommended change for your consideration.

**RE: School of Rehabilitation Science, Master of Physical Therapy (MPT) Program**

Request for change of:

1. Admissions requirement: Establishing a minimum admissions pre-requisite score grade point average as part of the selection criteria for acceptance into the MPT program.

**Approved by:** School of Rehabilitation Science Faculty Council (Motion accepted on Friday October 8, 2021)

**Background and Rationale for Requested Changes:**

**Background:**

The School of Rehabilitation Science has a series of evaluation outcome measures and indicators tracked annually in order to assist with future decision-making to optimize success for students in the MPT program. The School of Rehabilitation Science admissions committee has been actively tracking the relationship of entrance academic performance and performance in the program including incidents of academic probation or professionalism infractions. Currently, students applying to the MPT program are required to “pass” three pre-requisite courses: Anatomy, Physiology and Statistics. Passing can be a grade of 50% or higher and these courses may not be among those included when calculating the 75% minimum GPA required for admissions to the U of S MPT program as only the previous 60 credits are considered. Requiring student to take a pre-requisite course without stipulating a minimum required score allows students to matriculate in the program with marginal understanding of the required pre-requisite material. We have identified that poor performance on pre-requisite courses impacts performance in the MPT program.





### Rationale:

The mission of the School of Rehabilitation Science (SRS) is excellence in physical therapy and rehabilitation science teaching, research scholarship and leadership to improve the quality of life and well-being for all people of Saskatchewan and beyond. To reach this mission, we strive to prepare entry to practice high quality graduates ready to be competent professionals in a challenging health care environment.

The MPT's Admissions Committee has been tracking entrance requirements and success in the MPT program. Among the variables tracked are the pre-requisite course grades. The admissions scores of students who entered our curriculum from 2015-2019 correlate with success in the program. Students who experienced challenges were identified as students who did not achieve academic milestones or had professionalism concerns that precluded advancement in the program. Students who took leave for personal or medical reasons were not included among the students who experienced challenges. Results of our analysis (Table 1) identified that 24 of 192 students experienced challenges. No difference was found when overall admissions GPA was compared between students who experienced challenges with students who did not experience challenges ( $p=0.156$ ). However, when the average of pre-requisite courses and the grades earned in individual pre-requisite courses were examined, students who experienced challenges scored significantly lower than students who did not experience challenges in the MPT curriculum ( $p<0.001$ ). Further, the confidence intervals were distinct for each significantly different variable.

The MPT class is made up of a minimum of 15% students who identify as Indigenous. To encourage applications from these students, an equity pool allows students who make entry criteria, but are not among the strongest applicants, to matriculate in our program. Unfortunately, students admitted among our equity pool are over-represented (33.3%) in the students who experienced challenges cohort. Analysis of our data in concert with admission application trends give us confidence that implementing the proposed change will not impact our admissions requirement for equity students. The majority of equity students who experienced challenges were admitted in 2015 and 2016, when we had difficulty achieving our 15% equity pool admissions. Fortunately, our equity applicant pool has steadily grown over the past 7 years, to the point where the equity pool is competitive among its applicants.

To place our request in context, admissions requirements to other health professional programs at the University of Saskatchewan were examined. We found admissions varied greatly among the healthcare discipline. However, precedence for this change has been set in the College of Dentistry with their requirement that applicants have a minimum 70% average on pre-requisite courses for consideration in their applicant pool.



Likewise, admissions requirements among other Canadian MPT programs vary with some much more stringent than those of the University of Saskatchewan (eg: University of Montreal, McMaster University, University of Toronto). Schools who specifically require minimum pre-requisite scores include the University of Manitoba who requires a pre-requisite GPA average of 3 on a 4-point scale and UBC who require a 72% minimum for each pre-requisite course.

Based on these data, The SRS Faculty Council has accepted the recommendation of the MPT Admissions Committee with the unanimous approval of the following motion at the October 8, 2021 meeting.

**MOTION:** A. Zucker-Levin/S. Kim

*Applicants to the MPT program require a minimum grade of 70% on each pre-requisite course with a combined pre-requisite course average of 75% in order to be considered for admission to the MPT program effective for admissions in 2023.*

**Request to CGPS:**

The SRS MPT Admissions Committee is requesting CGPS to approve the following motion:

The SRS will require applicants to the MPT program to have achieved a minimum grade of 70% on each pre-requisite course with a combined pre-requisite course average of 75% in order to be considered for admission to the MPT program.

I hope I have clearly presented the information for your consideration. Please let me know if you need further information or have any questions.

Sincerely,

Audrey Zucker-Levin, Professor, MSPT, PhD, MBA, GCS Emeritus  
Chair of Admissions Committee  
School of Rehabilitation Science

AZL\*kz

c.c. Dr. Brenna Bath, Acting Director, School of Rehabilitation Science  
Luis Corredor Duarte, MPA Graduate Student Services Officer

Table 1: Supporting Data

The last 5 classes admitted were evaluated (admitted 2015-2019) N=192 students

Students who experienced challenges were identified if they did not achieve academic milestones or had professionalism concerns that precluded advancement in the program.

Note: Students who took leave for personal or medical reasons are not included in the “students who experienced challenges” cohort.

grade $\pm$ SD Range 95% Confidence Interval	Students who experienced challenges	Students with no challenges	
N	24*	168	
Admissions GPA (60 CR)	81.4 $\pm$ 4.4 Range 70-88 95%CI: 79.6-83.1	83.5 $\pm$ 3.4 Range 75-92 95%CI: 83-84	p= 0.156
Pre-requisite course			
Anatomy	75.0 $\pm$ 8.5 Range 63-96 95%CI: 71.6-78.4	82 $\pm$ 6.0 Range 61-96 95%CI: 81-82.8	p<0.001
Physiology	72.7 $\pm$ 7.1 Range 55-87 95%CI: 69.9-75.5	80.3 $\pm$ 8.0 Range 59-95 95%CI: 79.1-81.5	p<0.001
Statistics	73.5 $\pm$ 10.6 Range 50-93 95%CI: 69.3-77.7	84.5 $\pm$ 9.4 Range 59-100 95%CI: 83.1-85.9	p<0.001
Average of pre-req	73.7 $\pm$ 6.0 Range 65-87 95%CI: 71.3-76.1	82.8 $\pm$ 6.5 Range 67-97 95%CI: 81.8-83.8	p<0.001

\*8 of the 24 students (33.3%) were among those admitted from the equity pool

# Physical Therapy

## Master of Physical Therapy (M.P.T.) - Course-based

The Master of Physical Therapy at the University of Saskatchewan is a full-time program over two years and six-weeks, and consists of ten modules that include academic course work, and 30 weeks of clinical practicum experiences. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

For more information, see the [School of Rehabilitation Science](#) website.

### Attendance

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being Required to Discontinue the program.

### License to Practice

Students are reminded that a Master of Physical Therapy degree does not confer the right to practice physical therapy. The license to practice physical therapy is granted by the licensing body of the province in which one intends to practice.

The national licensing examination is conducted by an external organization, the Canadian Alliance of Physiotherapy Regulators. The licensing examination is available to physical therapy students graduating from Canadian universities. In most provinces, successful completion of this examination is required to meet licensing requirements.

### Courses

School of Rehabilitation Science courses for the M.P.T. are listed in the Course Descriptions section of the Course & Program Catalogue under Physical Therapy (PTH).

Students who have not been accepted into the School of Rehabilitation Science require approval from the course instructor to register in any PTH courses.

## Admission

Meeting the admission qualifications does not guarantee admission to the M.P.T. program.

Applicants to the School of Rehabilitation Science must satisfy the following residency qualifications:

1. Applicants applying through the Education Equity Program for Aboriginal students must be Canadian citizens. Proof of aboriginal ancestry is required.
2. Other applicants must be Canadian citizens or landed immigrants, and be residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories. For information regarding residency requirements, please visit the School of Rehabilitation Science's website or contact the Academic Program Assistant.

The deadline for receipt of applications and all supporting documents is December 15. Students must first complete the online MPT application form available on the School of Rehabilitation Science's website to ensure that they meet residency and admission requirements before applying through the College of Graduate and Postdoctoral Studies. Students from any universities other than the University of Saskatchewan must arrange to have their transcripts forwarded directly to the School. Two copies of an official transcript of final marks for second term courses, which will confirm the awarding of the baccalaureate degree, must be received by May 31 in the year in which application is being made.

Any applicant who may require disability accommodations for the admissions process should be registered with Access and Equity Services and all requested accommodations must be received by the deadline for application (December 15).

Selection for admission is based upon academic assessment performance (i.e. admission average) and non-academic assessment ~~Computer-based Assessment for Sampling Personal Characteristics (ie: CASPer®/personal statement)~~ performance. The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used.

For the purpose of calculating the admission average, all courses in a given term will be used. ~~When computing applicants' total admission scores, the admission average is weighted 60% and the CASPer score is weighted 40%. The non-academic assessment score (CASPer®/ Personal Statement) is weighted 40% and the academic assessment (admission average) is weighted 60%. The two scores (non-academic assessment and academic assessment) are added for the final admissions score.~~

The purpose of CASPer is to collect information concerning the personal attributes of applicants. Candidates' interpersonal, communication and critical thinking skills; self-

evaluation, ethical decision making, and general knowledge of health care are evaluated.

Applicants admitted to first year of the Physical Therapy program are required to obtain Cardiopulmonary Resuscitation (C.P.R.) prior to the start of classes in August unless they have obtained such certification within the previous twelve months. The Heart and Stroke Foundation of Canada's Basic Life Support Health Care Providers (C) designation, or equivalent certification, is required. Students must present evidence of successful completion, and the date of certification of the C.P.R. requirements. This certification must be updated annually.

Students enrolled in the School of Rehabilitation Science must provide evidence of the required immunization status on entry into the program. It is the student's responsibility to maintain a current immunization status according to the guidelines and requirements of the School of Rehabilitation Science.

The Master of Physical Therapy program requires that the students spend time in clinical facilities within the first week of the program. It is imperative that the immunization be up-to-date and that immunization records be filled out and submitted on the first day of classes. Students may be required to obtain additional immunizations, during the student's time in the M.P.T. program, consistent with specific requirements of individual clinical facilities and/or health regions where the student is assigned for a clinical placement. Additional vaccination requirements may include seasonal flu immunization. Students must also be Respirator Fit Mask tested while in the program.

Students are required to complete a specific police/criminal record and vulnerable sector check prior to starting the program, before being accepted for clinical placements in many clinical facilities.

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, orientation to 'Workplace Hazardous Materials Information System', signed Worker's Compensation Board Work-based Learning Consent and Agreement forms and signed confidentiality agreements.

### **Education Equity Program**

The purpose of this program is to encourage enrolment by applicants of Aboriginal ancestry. The program is open to all Canadian citizens regardless of Saskatchewan residency status.

Each year, six positions for admission to the School of Rehabilitation Science are designated for applicants of Aboriginal ancestry who meet admission requirements. To be considered for the Education Equity Program for Aboriginal students, applicants of First Nations, Metis or Inuit ancestry must indicate this status when completing the School of Rehabilitation Science application. Self identification of Aboriginal

ancestry does not exclude applicants from being considered in the general applicant pool.

## Essential Skills and Abilities Required for the Study of Physical Therapy

To be successful in this intensive program, students must be in good physical and mental health. Any applicant with concerns regarding the essential skills and abilities required should consult with the Director to discuss the physical and cognitive demands required to successfully complete the program and accommodations that are available to students with disabilities.

## Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
  - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
  - IELTS: a minimum score of 7.5 out of 9 in each area and overall
  - Cantest: a minimum of 5 in each area and overall
- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- ~~Human Physiology (6 credit units) – PHPY 302.3 and one of PHPY 301.3, PHPY 303.3, or HSC 350.3 or equivalent.~~
- ~~Statistics (3 credit units) – STAT 245.3 or PLSC 214.3 or equivalent~~
- ~~Basic Human Anatomy (3 credit units) – ACB 310.3 or equivalent~~
- Minimum 75% average normally calculated using the most recent minimum 60 credit units of university course work
- A minimum grade of 70% on each pre-requisite course with a combined pre-requisite average of 75%. Completion of pre-requisite coursework, as follows:
  - Human Physiology (6 credit units) – PHPY 302.3 and one of PHPY 301.3, PHPY 303.3, or HSC 350.3 or equivalent
  - Statistics (3 credit units) – STAT 245.3 or PLSC 214.3 or equivalent
  - Basic Human Anatomy (3 credit units) – ACB 310 or equivalent
- The CASPer test and a Personal Statement.
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Rehabilitation Science's website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee well in advance of application.

For further information, students should consult the Academic Program Assistant at the School of Rehabilitation Science. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.

- Students should check the School of Rehabilitation Science's website regularly for updates to the Admissions process.

## Program Requirements

A minimum total of 132 credit units are required to complete this program.



Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?  
Is an existing degree, diploma, or certificate being renamed?  
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

No

X

Yes

No

X

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?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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 ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐  
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐  
☐

Joint Degree

☐  
☐

Dual Degree

☐  
☐

Professional Internship Program

☐  
☐

Faculty-Led Course Abroad

☐  
☐

Term Abroad Program

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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



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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

2 What is the name of the new (or renamed 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 - AS PER CURRENT SET-UP**

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.  
Attached completed "Course Creation Forms" to this document would be helpful.

**Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP OTHER THAN NOTED BELOW**

**NOTE: This change is for the Master of Physical Therapy (MPT-C-GP and MPT-P-GP) Programs**

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?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

- minimum grade of 70% in each of three prerequisite courses of Anatomy, Physiology, and Statistics and cumulative average of 75% in these three courses

11 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.)

- selection is based upon academic assessment (ie. admission average) and non-academic assessment (ie. CASPer/personal statement) NOTE: The personal statement has been in place for years; adding now as a correction.  
- the academic assessment (admission average) is weighted 60%  
- the non-academic assessment score (CASPer/personal statement) is weighted 40%  
- the two scores (academic assessment and non-academic assessment score) are added for the final admissions score

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



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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☐ No ☐

**Section 9: Government Loan Information - AS PER CURRENT SET-UP**

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

- 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?

202305 (May 2023)

- 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 - 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?

Yes ☐ No ☐

If YES, what priority group should they be in?

**Section 13: Academic History Information - AS PER CURRENT SET-UP**

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

**Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP**

1 Should classes count towards T2202s?

Yes ☐ No ☐

**Section 15: Awards Information - AS PER CURRENT SET-UP**

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

Yes ☐ No ☐

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

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP**

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

**Section 17: Program Termination**

1 Is this a program termination? 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	<input type="text"/>
Standard Graduate per credit	<input type="text"/>
Standard Graduate per term	<input type="text"/>
Non standard per credit*	<input type="text"/>
Non standard per term*	<input type="text"/>
Other *	<input type="text"/>
Program Based*	<input type="text"/>

\* 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 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes ☐ No ☐

14

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).

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:
Registrar (Russell Isinger):
College Representative(s):
IPA Representative(s):

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Alison Oates, chair, Academic Programs Committee

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** **Bioprocessing Option for the Bachelor of Science in Engineering Chemical Engineering Program and Termination of the Biochemical Option**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

At its meeting of March 30, 2022 meeting, the Academic Programs Committee approved a new Bioprocessing Option of the Bachelor of Science in Engineering Chemical Engineering program. With this approval, the committee also approved the termination of the existing Biochemical Option for the B.E. in Chemical Engineering program.

The new bioprocessing option will provide opportunities to students to learn about bio-material processing and biotechnology-based production in the agri-food industry and will serve the growing bioeconomy in Saskatchewan. This will expand on the existing knowledge in the biochemical option, which focussed on fermentation and pharmaceutical processes and emerging strengths in biomaterial processing.

The Academic Programs Committee found the proposed changes to be an innovative response to the changing agri-food industry and appreciated the opportunity this will give to students for practical application of their chemical engineering training.

**ATTACHMENTS:**

1. Changing the Biochemical option to Bioprocessing option for the Bachelor of Science in Engineering





# 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.

**Instructions:**

- 1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
- 1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. 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:

Bioprocessing Option in Chemical Engineering

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>Revenue</b>						
Tuition revenue:						
Total # of domestic students (headcount)	17	34	51	51	51	Increase in Enrollment of 7 student/year
Domestic tuition rate	\$4,552.20	\$ 4,734.29	\$ 4,923.66	\$ 5,120.61	\$ 5,325.43	
Total tuition revenue - domestic	\$ 77,387.40	\$ 160,965.79	\$ 251,106.64	\$ 261,150.90	\$ 271,596.94	Based on 758.70/course (3 cu) (2020-21) Avg increase in tuition by 4%
Total # of international students (headcount)						
International tuition rate						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Student fees*						
Excursion						
Lab						
Other (list in Comments)						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
<b>Total Revenue</b>	<b>\$ 77,387.40</b>	<b>\$ 160,965.79</b>	<b>\$ 251,106.64</b>	<b>\$ 261,150.90</b>	<b>\$ 271,596.94</b>	
<b>Expenditures</b>						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty						
Sessionals or limited term instructional support						
Students						
Staff						
Honoraria						
Total salary and benefits	\$ -	\$ -	\$ -	\$ -	\$ -	
Scholarships and bursaries						



**Enrolment required to meet numbers indicated in "Master" tab"**

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
year 2	6	26	15	13	33	22
year 3	8	6	26	15	13	33
year 4	19	8	6	26	15	13
<b>Total from Master tab</b>	<b>33</b>	<b>40</b>	<b>47</b>	<b>54</b>	<b>61</b>	<b>68</b>

**Updated enrolment**

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
year 2		17	17	17	17	17
year 3		0	17	17	17	17
year 4		0	0	17	17	17
<b>Total from Master tab</b>	<b>0</b>	<b>17</b>	<b>34</b>	<b>51</b>	<b>51</b>	<b>51</b>



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

**Requirements:** Itemize start-up costs 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. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

**Name of Program:**

Bioprocessing Option in Chemical Engineering

	Academic Year	
	Year 1	Comments
<b>Start-Up Costs</b>		
Faculty and staff recruitment		
Marketing and promotion		
Curriculum development		
Facilities refurbishment		
Equipment and IT		
Library enhancements		
Other ( <i>list in Comments</i> )		
<b>Total Start-Up Costs</b>	\$ -	

**Notes:** Currently, the Department has 7 to 8 faculty members (and a few adjunct professors) in bioprocessing/biochemical research areas who can contribute to teaching the five bioprocessing option courses. The current undergraduate teaching laboratory, pilot plants, and research laboratories can also be used for hands-on laboratory portions of the courses. The Department of Chemical and Biological Engineering does not project any substantial changes in budget allocations as a result of implementing the Bioprocessing option in the short term. This assessment is based on the premise that no new faculty member will be required for teaching bioprocessing option considering the current departmental teaching capacity and no additional laboratory sessions for this option are required. In the long-term, when the option has evolved, the Department of Chemical and Biological Engineering needs an additional faculty member to lower the teaching load of other faculty in the department.

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](mailto:lucy.vuong@usask.ca).



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

**Requirements:** Provide detailed information to support the financial information noted in the worksheets.

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.

**Name of Program:**

Bioprocessing Option in Chemical Engineering

**Enrolment:** What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

Students enrolled in Chemical Engineering program at the College of Engineering.

**Faculty and staff:** List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program.

**This should include new and existing faculty and staff resources.**

Year 1:

Year 2:

Year 3:

Year 4:

Year 5:

**Indirect costs:** Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

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**Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.**

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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](mailto:lucy.vuong@usask.ca).



UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for Academic or Curricular Change**

### **PROPOSAL IDENTIFICATION**

**Title of proposal:** Changing “Biochemical” option to “Bioprocessing” option

Degree(s): Bachelor of Science in Engineering

Field(s) of Specialization: Chemical Engineering

Level(s) of Concentration: N/A

Option(s): Bioprocessing

Degree College: College of Engineering

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

Dr. Bishnu Acharya, Associate Professor, Chemical and Biological Engineering, 306-966-4763,  
[bishnu.acharya@usask.ca](mailto:bishnu.acharya@usask.ca)

Dr. Oon-Doo Baik, Professor and Acting Department Head, Chemical and Biological Engineering,  
306-966-5320, [oon-doo.baik@usask.ca](mailto:oon-doo.baik@usask.ca)

Proposed date of implementation: September 2022

### **Proposal Document**

#### **1. Academic justification:**

##### **Useful addition to the university**

Saskatchewan is one of Canada's leading agri-food exporters with sales of \$16.9 billion in 2020. Agri-food exports account for over 40 percent of Saskatchewan's total exports and continue to be a cornerstone of the province's trade-based economy. Based on the growing importance of the bioeconomy and the cluster of biological expertise already on campus, a bioprocessing option that deals with food and biomaterial processing and biotechnology-based production in the Chemical Engineering program would be needed and would complement existing programs and research & development on campus.

The biomaterial processing theme in the former Biological Engineering program (discontinued at the undergraduate level in 2015) used to cover food, feed, fibre, and biomaterial processing in the agriculture domain. In order to serve Saskatchewan's needs in the growing bioeconomy, there is a strong need in developing a targeted training path named "Bioprocessing" option in the Chemical Engineering program. The concept of the option has evolved from the "Biomaterial Processing" theme of the former Biological Engineering program and the current "Biochemical" option from the Chemical Engineering program which focuses on fermentation and pharmaceutical processes. The new Bioprocessing option will cover the following areas:

- 1) Physical, chemical, and biological reactions that add value to biological systems; pharmaceuticals for humans and animals; bio-based industrial products; biodegradable products; bio-renewable fuels.
- 2) Processing of food/feed materials; developing and manufacturing new foods; food safety and quality control; control and post-harvest transportation of food/feed materials.
- 3) Production of fermented foods and biochemical products.
- 4) Scale-up of biotechnology processes for new bio-based products.

With predictions that the bioeconomy will continue to grow, the bioprocessing option committee has developed a proposed Bioprocessing option course list and sequence including four new and one modified courses (shown later). This option would be unique for the College of Engineering, complement existing programming, and fit well with the University of Saskatchewan goals and areas of the desired pre-eminence.

#### **Fits the university signature areas**

Different areas within the new bioprocessing option could potentially align with most of the stated "Signature Areas" at the University of Saskatchewan. These areas include Engagement of Aboriginal Peoples, Agriculture: Food and Bioproducts for a Sustainable Future, One Health: Solutions at the Animal-Human-Environment Interface, Technology and Public Policy for a Sustainable Environment, Synchrotron Sciences, and Water Security. The U of S is the only anglophone university in Canada with a combination of colleges devoted to the study of human, animal and plant life on one campus. The U of S innovation cluster is unmatched in Canada and includes the Vaccine and Infectious Disease Organization (VIDO), the Canadian Light Source (CLS) synchrotron and Innovation Place, one of the largest research parks in North America". Thus, considering the academic areas and target contributions, our new Bioprocessing option will fit very well the University's signature areas, especially Agriculture and Health areas, including active interactions with people from the above facilities on the campus.

#### **Other similar competing programs in Canada**

In Canada, four universities (Guelph, Laval, Manitoba, and McGill) have a general theme area of agricultural (biological or biosystem or bioresource) engineering program at the undergraduate and graduate levels. The most common theme area in the four universities includes food engineering, food processing, or bioprocessing. Dalhousie University and U of S still have a Biological Engineering program at the graduate level.

In addition, several universities have biochemical and bioprocess engineering options/themes in their Chemical Engineering programs. At the University of British Columbia, some Biological Engineering has been embedded into the Chemical Engineering program and it is called Chemical and Biological Engineering. The University of Ottawa has a Chemical and Biological Engineering



Department focusing on process engineering, renewable energy, and biomedical engineering. McMaster University offers a Chemical and Bioengineering program that combines the core chemical engineering undergraduate curriculum with courses from the biological sciences and bioengineering. The program covers pharmaceutical products with eco-friendly processes, biocompatible biomedical devices, efficient and better food and beverage production methods. Western University has a Biochemical and Environmental Engineering option in their Department of Chemical and Biochemical Engineering. The option includes courses in the fundamentals of chemical engineering, and also allows an option in biochemical and environmental engineering. Dalhousie University also has both Chemical Engineering and Biological Engineering programs in their Department of Process Engineering and Applied Science.

The proposed Bioprocessing option in the Chemical Engineering program at U of S covers general chemical engineering plus food and bioprocess engineering to fulfill the needs of Western Canada's agricultural food and bio-based industries and academia.

## 2. Admissions:

To register in the bioprocessing option, students need to enroll in Chemical Engineering program after successful completion of first-year general engineering courses. The admission to the College of Engineering and enrollment in the Chemical Engineering program follow the existing policies and procedures. No specific admission policy to this option is required. Interested students will consult with the undergraduate program chair to select their option courses at the beginning of their second year.

Students who are currently enrolled in Biochemical Option will be able to complete the option or switch to Bioprocessing option. There are currently 33 students in the biochemical option (6 in 2<sup>nd</sup> year; 8 in 3<sup>rd</sup> year and 19 in 4<sup>th</sup> year).

## 3. Description of the option:

The option requires one to complete six electives on top of core Chemical Engineering courses. The recommended course sequencing for the option is listed in Table 1.

**Table 1. Recommended course sequencing of electives for Bioprocessing option**

Year	Term 1	Term 2
2		ChE 260 Introduction to Biomaterials [Winter 2023]
3	ChE 463 Bioprocess Industries and Bioproducts [Fall 2023]	ChE 461 Biochemical Engineering [Winter 2024]
4	ChE 454 Design of Industrial Waste Treatment Systems	ChE 462 Biomaterial Processing [Winter 2025] ChE 468 Downstream Processing [Winter 2025]

The course numbers are assigned based on tradition for elective courses for options. The course sequence was based on the logical flow of the academic contents. More courses are allocated in term 2 due to the available spots considering ChE core courses and other technical electives.

**Table 2. Brief contents of six elective courses for Bioprocessing option**

Course title	Contents
ChE 260 Introduction to Biomaterials	Fundamental concepts of biochemistry and biomaterials. Contents cover simple and complex biomolecules including amino acids, proteins, carbohydrates, lipids, fats, nucleic acids, cellulose, hemicellulose, lignin, and others.
*ChE 454 Design of Industrial Waste Treatment Systems	Air pollution topics include causes and effects of air pollution, sampling and analysis of air and stack gas samples, stack gas dispersion models, and the design of industrial control measures for particulates. Water pollution topics include causes and effects of water pollution, biology of receiving waters and treatment systems, sampling and analysis of wastewaters, and industrial control measures including biological methods such as trickling filters, aeration basins and activated sludge systems.
ChE 461 Biochemical Engineering	Topics such as cell nutrients, microbial growth and kinetics, enzymatic reactions and kinetics, bioreactors (batch, fed batch, continuous flow), cell immobilization and immobilized cell bioreactors, solid state fermentation, bioreactor and fermenter scale-up/scale down, mixing, aeration, instrumentation, and genetic engineering will be covered.
ChE 462 Biomaterial Processing	The course covers fundamental and essential unit operations and equipment for food and bioprocessing. The unit operations include industrial thermal processing (heating, cooling, freezing), sterilization and pasteurization, solid handling and conveying, and bio-refining processes (biomass pre-treatment, torrefaction, gasification, etc.).
ChE 463 Bioprocessing Industries and Bioproducts	The course covers bioprocess industries and bioproducts for food and bioprocessing. The bioprocess industries include pharmaceutical, nutraceutical, food, bioenergy, biomaterials, bio-functional industries.
ChE 468 Downstream Processing	The first part will cover coagulation, flocculation, sedimentation, precipitation and filtration, membrane processes, electrophoresis and electrodialysis, and chromatography of biomaterials and bioproducts. The second part will cover dehydration and systems, particle size reduction techniques of solid biomaterials, densification and extrusion of ground biomaterials, refrigeration and freezing, and systems for biomaterials and bioproducts.

**Note: For detailed contents of the new and modified courses, please refer to the course outlines attached. \* ChE 454 is an existing course**

The brief course contents of the recommended courses are given in Table 2. The detailed course contents of the four new courses and one modified course are described in the attached course outlines and new course proposal forms.

As can be seen in Table 2, students in the option will be studying the fundamentals of building blocks of biomaterials to processing and design of the new process and products throughout the option. Thus, option students will be prepared to work in academia and industry related to food and bioprocessing industries in Saskatchewan, Canada, and the world.

#### **4. Consultation:**

The development of this option is to be in line with the provincial economy and for our ChE program to be more diverse from petroleum processing. During the planning and development of this option, we have consulted with the most related program, Food and Bioproduct Sciences in the College of Agriculture and Bioresources since 2018, the initial stage of the option development. Their feedbacks were accommodated into our new electives developed in the Bioprocessing option. The letter of support from the department head is attached to this proposal.

We also consulted people from various companies in Saskatchewan and Alberta listed below:

Cargill, KF Hemp, Blue-Sky Hemp, Red Leaf Pulp, Biolin Research Inc., Prairie Clean Energy, Federated Co-operative, Viterra, SK Food industries development centre, Canopy Growth (Keyleaf), PAMI, Infraready Products.

For the consultation, we emailed them our draft proposal with course outlines of the five courses for the bioprocessing option. Most of them supported our bioprocessing option and the following are the excerpts from their responses.

*“I think additional educational focus into specific areas of the Agricultural sector is a great idea. With the growth expected within Saskatchewan and neighboring provinces over the next 5 years I believe there will be a strong opportunity for graduates with this type of education. I immediately think of the announced Canola crush facilities in southern Saskatchewan and protein fractionation sites in Alberta and Manitoba. These types of facilities require a strong compliment of technical support staff to ensure efficient and profitable operations. The course content you have listed would provide a solid knowledge base for employees in these fields.” –Ian Armer, Manager Grain Operations, Viterra-*

*“The KF group of companies strongly believe there is great short term and long term value in developing a new Bioprocessing program within the U of S Chemical Engineering curriculum. Agriculture crops are continuing to contribute to environmental sustainability as such we are actively working to commercialize value add applications for these annual feed stock products. The research and development of advanced applications of bioderived products will result in a higher value add process that can be commercialized in the prairies and may hold the key to developing environmental sustainability with economic growth.” -Kris Heshka, VP – Operations, KF Hemp Corp-*

*“This sounds like a fantastic addition to the current academic offerings at the university and I can say with certainty that my organization as well as others could certainly benefit from the having these skills added to the workforce.” -Lauren Nottebrock, Director, Sustainability, Red Leaf Pulp-*

*“In regards to the Bioprocess Engineering Option, I believe that the timing of your proposal is critical to the future success of the industry.” –Mark Picard, President, InfraReady Products-*

*“Prairie Clean Energy would be strongly supportive of adding a bioprocessing option. The reality is that this market need simply isn't being met through today's training options. I know that PCE or our non-profit arm - the Prairie Biomass Association - would be thrilled to endorse this idea.” – Mark Cooper, President, Prairie Clean Energy-*

*“I do agree that Bio Processing Engineering would be very valuable as a skill set in the work force for the direction Agri Food and CBD extracted products are going. We have looked at and continue to look at the extraction process as an application into food processing as well.” -Andrew Bailey, Director of Grower Relations, Blue Sky Hemp Ventures-*

*“Your proposed Bioprocess Engineering option is very timely and relevant for development of the processing sector of the Agri-food and Bioproduct industries in Saskatchewan. I fully support your proposed program of undergraduate and graduate study and have a few comments/questions” – Richard Green, VP, Scientific Development, Canopy Growth Development-*

*“I do believe that this option would better position undergraduates to enter the SK agri-food industries. From the initial overview it appears this program would cover key topics, and I don't have any additional feedback on missing items” – Blair Taylor, Facility Superintendent, Clavet, Cargill Agricultural Supply Chain North America-*

## **5. Resources and budget:**

Currently, we have 7 to 8 faculty members (and a few adjunct professors) in bioprocessing/biochemical research areas who can contribute to teaching the five bioprocessing option courses. The current undergraduate teaching laboratory, pilot plants, and research laboratories can also be used for hands-on laboratory portions of the courses. The Department of Chemical and Biological Engineering does not project any substantial changes in budget allocations as a result of implementing the Bioprocessing option in the short term. This assessment is based on the premise that no new faculty member will be required for teaching bioprocessing option considering the current departmental teaching capacity and no additional laboratory sessions for this option are required. In the long-term, when the option has evolved, the Department of Chemical and Biological Engineering needs an additional faculty member to lower the teaching load of other faculty in the department.

# Chemical Engineering

## Biochemical Bioprocessing Option

An "Option" within the College of Engineering is a prescribed set of courses that provides a concentration of specialized training in one particular field of study of the Bachelor of Science in Engineering (B.E.) program. Options are approved at the College level but are unique to Departments within the College, consisting of at least 15 credit units, none of which are core courses taken by all students within the Department.

This option is available to students pursuing the B.E. in Chemical Engineering program. It provides specialization in sciences/engineering courses **that deal with food and biomaterial processing and biotechnology-based production.**

~~that apply to traditional bioprocessing industries such as food and beverage processing, enzyme production, biofuels and pharmaceuticals. Students wishing to complete this option must take BMSC 240.3 Laboratory Techniques in year 2 of the program.~~

## Required **Biochemical Bioprocessing** Electives (18 credit units)

Please consult an academic advisor for assistance in choosing electives.

The **Biochemical Bioprocessing** option requires students to complete six electives on top of core Chemical Engineering courses.

~~courses can replace Group A and Group B Electives in the regular Bachelor of Science in Engineering (B.E.) Chemical Engineering program. If a student successfully completes the option as listed below, the student will not have to take CHEM 231.3 Inorganic Chemistry I and can substitute it with an option course.~~

## Required Courses (18 ~~credit units~~)

- ~~• BMIS 310.3 Proteins and Enzymes~~
- ~~• BMSC 200.3 Biomolecules (formerly BIOC 200.3)~~
- ~~• BMSC 240.3 Laboratory Techniques~~
- CHE 260.3 Introduction to Biomaterials (Group A course)

- CHE 454.3 Design of Industrial Waste Treatment Systems (Group B course)
- CHE 461.3 Biochemical Engineering (Group B course)
- CHE 462.3 Biomaterial Processing (Group B course)
- CHE 463.3 Bioprocessing Industries and Bioproducts (Group B course)
- CHE 468.3 Downstream Processing (Group B course)

**ChE 260.3 – Introduction to Biomaterials****WINTER 2023****Instructor:** TBA**Research interests:** TBA**Website:** [TBA](#)**Office:** TBA**Phone:** TBA**Email:** TBA**Office hours:** TBA

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**Prerequisite:** ChE113 Unit operations in chemical process engineering OR permission from the Department**Co-requisite:** NA**Class schedule:** 3 hours per week**Location:****Textbook:** None

In lieu of a textbook course notes will be uploaded or made available in the course website.

**Supplementary references:**

- Bailey, J.E. and Ollis, D.F., 2010. Biochemical Engineering Fundamentals. McGraw-Hill Book Company.
- Blanch, H.W. and Clark, D.S. 1997. Biochemical Engineering. Marcel Dekker Inc.
- Harrison, R.G., Todd, P., Rudge, S.R. and Petrides, D.P. 2015. Bioseparations Science and Engineering. 2<sup>nd</sup> edition. Oxford University Press.
- Lee, J. M. 2009. Biochemical Engineering. Prentice Hall.
- Meyers, M.A., Chen, P., Lin, A.Y. and Seki, Y. 2008. Biological materials: Structure and mechanical properties. Progress in Materials Science 53:1-206.  
<https://www.sciencedirect.com/science/article/pii/S0079642507000254>
- Shuler, M.L. and Kargi, F. 2017. Bioprocess Engineering, Basic Concepts. 3rd edition. Prentice-Hall Inc.
- Staley, J.T., Gunsalus, R.P., Lory, S., and Perry, J.J. 2007. Microbial Life. 2<sup>nd</sup> edition, Sinauer Associates Publishers.
- Stroshine, R. 2004. Physical Properties of Agricultural Materials and Food Products. Purdue University.

**Course website:** [PAWS](#) Course Home page; Announcements, summary notes, list of assignments, solution of assignments and exam are posted on the course home page.

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**Course description:** Fundamental concepts of biochemistry and biomaterials. Contents cover simple and complex biomolecules including amino acids, proteins, carbohydrates, lipids, fats, nucleic acids, cellulose, hemicellulose, lignin and others. Fundamentals of cell biology and genetics will be introduced. Physical, chemical, and biological properties, characterization and analysis of biomaterials will be discussed. Biomaterial applications in the fields of pharmaceuticals, nutraceuticals and food, bio-composites, biofuels, and biosensors will be also discussed.

### Detailed course outline:

Approximate Lecture Hours	Topic	Required reading from text book
1	Introduction	Notes to be provided
4	Overview of Microbiology	Notes to be provided
6	Biochemistry of Cells (amino acids, proteins, carbohydrates, lipids, fats, nucleic acids)	Notes to be provided
5	Plant/animal feedstock; cellulose, hemicellulose, lignin, composition, structure, function	Notes to be provided
3	Genetics	Notes to be provided
9	Properties of biomaterials; chemical, physical or mechanical, biological	Notes to be provided
4	Characterization and analysis of biomaterials	Notes to be provided
4	Industrial and R & D Applications: agri-food, health and biotechnology, genetic engineering, biomedical, genomics, proteomics, etc.	Notes to be provided

**Assignments and term projects:** There will be 4-5 assignments, which will be posted on the course website during the term. The assignments will consist of problems selected from the textbook and other sources. Assignments are done individually and handed in at the beginning of the class on the indicated deadline. Important aspects of assignments will be reviewed in the class and solutions will be posted on the course website, following the deadline of assignment submission.

**Labs:** N/A

**Exams:** There will be one quiz, one mid-term exam and one final examination in this course. Exams (both mid-term and final) are closed text. Lecture notes and solved problems of any kind including examples reviewed in the class, assignments, tutorial problems and exams from previous years are not permitted. Programmable and handheld calculators are permitted. Laptops, cell phones (electronic devices in general) are not permitted. A missed midterm exam will be given a grade of “0” unless an adequate reason for the absence is supplied with supporting documentation.

### Additional Information on Examination Policies

- The use of electronic communication devices during the exams is prohibited, both inside and outside the examination rooms. Access to the internet during these times may be monitored.
- Alternate times to write midterm examinations will not be considered except in the case of illness or a conflict with other university related activities.
- Alternate times to write final examinations cannot be accommodated. If a student misses a final exam, application must be made to the Engineering Student Centre to write a deferred exam.
- Students planning on registering with the office for Access and Equity Services for Students (AES) must do so in accordance with AES procedures and deadlines.



### Evaluation and mark distribution

Component	Percent
Assignments (4)	10
Quiz	10
Midterm	30
Final exam	50
<b>Total Mark</b>	<b>100</b>

The mark distribution is only approximate. Final grades will be assigned at the discretion of the instructor subject to the University Council and College Regulations on Examinations. The final grades will be consistent with the “literal descriptors” specified in the university’s grading system (at the link below, click on “for undergraduate students”: <https://students.usask.ca/academics/grading/grading-system.php>)

For information regarding appeals of final grades or other academic matters, please visit the Student Conduct and Appeals section of the University Secretary’s website:  
<http://www.usask.ca/secretariat/student-conduct-appeals/>

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#### **Important Dates:** (To be updated later)

3 January	First day of classes
11 January	Spectrum-No lecture
16 January	<b>First problem lab session</b>
18-23 February	Mid-term break
<b>6 March</b>	<b>Midterm examination</b>
5 April	Last day of classes
8-30 April	Final Examinations Period

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#### **Policies on Academic Dishonesty, Academic Appeals and Course Delivery**

Engineering students are expected to undertake all aspects of their academic work in an ethical manner. Students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow all rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university’s policies on academic integrity and academic misconduct. If any form of academic misconduct is discovered, appropriate disciplinary action will be taken.

For more information on what constitutes academic misconduct, please consult the University Council *Regulations on Student Academic Misconduct*:  
([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)).

For information regarding appeals of a final grade or other academic matters, please consult the University Council document on *Student Appeals of Evaluation, Grading and Academic Standing* (<http://policies.usask.ca/policies/student-affairs-and-activities/student-appeals.php>).

Additional policies and procedures related to student conduct and appeals are provided on the University Secretariat website ([www.usask.ca/secretariat/student-conduct-appeals](http://www.usask.ca/secretariat/student-conduct-appeals)) and on the University website <http://www.usask.ca/integrity/>.

A summary of University of Saskatchewan policies relating to academic courses is provided in the document: *Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning* (<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>).

## **Safety**

Safety is of paramount importance in the College of Engineering. Students are expected to work in a safe and responsible manner, to follow all safety instructions, and use any specified personal protective equipment. Students failing to behave in a safe manner will be asked to leave.

**Preparing for emergencies protects our lives and property. An emergency response plan (ERP) posting is located in each classroom and lab near the main door of the room. Students are advised to review and be familiar with the College ERP and be aware that when an alarm sounds for more than 10 seconds, the building must be evacuated. Muster point locations are posted at each entrance of the Engineering Building. For more details about the ERP, please visit the following website:**

**[https://engineering.usask.ca/documents/facilities/ERP%20-%20ENG%20-%20v%205%200%20-%2009 01 2017.pdf](https://engineering.usask.ca/documents/facilities/ERP%20-%20ENG%20-%20v%205%200%20-%2009%2001%202017.pdf)**

**Recording Lectures:** Lecture notes will be posted and no recording is allowed. Exceptions can be made for remote lectures.

## **Copyright**

Course materials are provided to students based on their registration in a class. Any materials created by course instructors is the intellectual property of the instructors. 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 students 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 copying or distributing others' copyright-protected materials, students need to ensure that their use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the internet is not covered under the University's Fair Dealing Copyright Guidelines; doing so requires permission from the copyright holder. For more information about copyright, please visit <http://www.usask.ca/copyright/students/rights/index.php> or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca).

Students should be aware that a violation of the university's copyright policies could be an instance of non-academic misconduct. For example, the practice of uploading or posting copyright-protected materials to course-sharing websites, depositories, or "drop boxes", without the permission of the copyright holder, could result in a charge of non-academic misconduct under the university's "Standard of Student Conduct in Non-Academic Matters", found at the following location: <https://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>.

## **Student Conduct**

Ethical behavior is an important part of engineering practice. Each professional engineering association has a Code of Ethics, which its members are expected to follow. Since students are in the process of becoming Professional Engineers, it is expected that students will conduct themselves in an ethical manner.

The APEGS (Association of Professional Engineers and Geoscientists of Saskatchewan) Code of Ethics states that engineers shall “conduct themselves with fairness, courtesy and good faith towards clients, colleagues, employees and others; give credit where it is due and accept, as well as give, honest and fair professional criticism” (Section 20(e), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

The first part of this statement discusses an engineer’s relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking.

### Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)  
Email: [esc@usask.ca](mailto:esc@usask.ca); Phone: 306-966-5274; [https://engineering.usask.ca/contact\\_info/esc-office.php](https://engineering.usask.ca/contact_info/esc-office.php)
- Student Wellness Centre (3rd & 4th Floors, Place Riel): <https://students.usask.ca/health/>
- Financial Services: <https://students.usask.ca/money/>
- Access and Equity Services for Students (AES – Rm. E1, Administrative Building): [aes@usask.ca](mailto:aes@usask.ca)

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**Objectives and Learning Outcomes:** Students completing this course will be able to:

To introduce the students to the fundamental concepts of biochemistry and biomaterials.

Contents cover simple and complex biomolecules including amino acids, proteins, carbohydrates, lipids, fats, nucleic acids, cellulose, hemicellulose, lignin and so on. Fundamentals of cell biology and genetics will be introduced. Physical, chemical, and biological properties, characterization and measurement of biomaterials will be provided; Biomaterial applications in the fields of pharmaceuticals, nutraceuticals and food, bio-composites, biofuels, and biosensors will be discussed.

1. Understand the basic properties of the key biomolecules in cells.
2. Understand the fundamentals of cell biology and genetics.
3. Explain the basic techniques and instrumentation to characterize biomaterials.
4. Recognize the diversified applications of biomaterials.

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Learning Outcome	Graduate Attribute**											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	I											
2	I											
3	D											
4	D											

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**†Attributes:**

- A1** A knowledge base for engineering  
**A2** Problem analysis  
**A3** Investigation  
**A4** Design  
**A5** Use of engineering tools  
**A6** Individual and team work  
**A7** Communication skills  
**A8** Professionalism  
**A9** Impact of engineering on society and the environment  
**A10** Ethics and equity  
**A11** Economics and project management  
**A12** Life-long learning

**‡Instructional Level:**

**Introduced (I)** – Students learn the working vocabulary of the area of content, along with some of the major underlying concepts.

**Developed (D)** – Students use their working vocabulary and major fundamental concepts to probe more deeply, to read the literature, and to deepen their exploration of the concepts. They may begin to practice, extend, or refine knowledge in familiar contexts.

**Applied (A)** – Students approach mastery in the area of content. They explore deeply into the discipline and experience the controversies, debate, and uncertainties that characterize the leading edges of any field. They practice, extend, or refine knowledge in unfamiliar contexts.

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**Accreditation Unit (AU) Mapping:** (% of total class AU)

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Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
-	50%	-	50%	

**Accreditation Data Collection and Privacy:**

Undergraduate programs in the College of Engineering are accredited by the Canadian Engineering Accreditation Board. Student performance data may be collected in this course to support accreditation and continuous program improvement processes. Anonymous samples of student work may also be collected for accreditation purposes. All data provided to the accreditation body or external entities is anonymized and reported in aggregate form to protect your information and identity. If you have any concerns about how your personal information is used or maintained, please contact the Associate Dean Academic, College of Engineering.

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**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: Engineering
- 1.2 Department with academic authority: Chemical and Biological Engineering
- 1.3 Term from which the course is effective: Winter 2023

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: CHE 260.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Introduction to Biomaterials  
Course Short Title (maximum 30 characters): same as above
- 2.4 Total Hours: 36 Lecture Seminar Lab Tutorial Other
- 2.5 Weekly Hours: 3 Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: ChE 113 OR permission from the Department

If there is a prerequisite waiver, who is responsible for signing it? D

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): Fundamental concepts of biochemistry and biomaterials. Contents cover simple and complex biomolecules including amino acids, proteins, carbohydrates, lipids, fats, nucleic acids, cellulose, hemicellulose, lignin and others. Fundamentals of cell biology and genetics will be introduced. Physical, chemical, and biological properties, characterization and analysis of biomaterials will be discussed. Biomaterial applications in the fields of pharmaceuticals, nutraceuticals and food, bio-composites, biofuels, and biosensors will be also discussed.
- 2.9 Do you allow this course to be repeated for credit? No

**3. Please list rationale for introducing this course:**

- To serve as foundational course of the proposed Bioprocessing option in Chemical Engineering and provide students with working background in the processing and engineering of biological materials

**4. Please list the learning objectives for this course:**

- To understand the basic properties of biomolecules in cells.

- To understand the fundamentals of cell biology and genetics.
- To explain the basic techniques and instrumentation to characterize biomaterials.
- To recognize the diverse applications of biomaterials.

5. **Impact of this course**

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

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

Were any other departments asked to review or comment on the proposal? Yes

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? None

6.3 Is this course to be required by your majors, or by majors in another program? Yes

7. **Course outline**

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

8. **Enrolment**

8.1 Expected enrollment: 30-50

8.2 From which colleges? Engineering

9. **Student evaluation**

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

Assignments (4)	10%
Quiz	10%
Midterm	30%
Final exam	50%
TOTAL	100%

9.1 How should this course be graded? N

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination? No

10. **Required text**

**Textbook:** None

In lieu of a textbook course notes will be uploaded or made available in the course website.

**Supplementary references:**

- Bailey, J.E. and Ollis, D.F., 2010. Biochemical Engineering Fundamentals. McGraw-Hill Book Company.
- Blanch, H.W. and Clark, D.S. 1997. Biochemical Engineering. Marcel Dekker Inc.
- Harrison, R.G., Todd, P., Rudge, S.R. and Petrides, D.P. 2015. Bioseparations Science and Engineering. 2<sup>nd</sup> edition. Oxford University Press.
- Lee, J. M. 2009. Biochemical Engineering. Prentice Hall.
- Meyers, M.A., Chen, P., Lin, A.Y. and Seki, Y. 2008. Biological materials: Structure and mechanical properties. Progress in Materials Science 53:1-206.  
<https://www.sciencedirect.com/science/article/pii/S0079642507000254>
- Shuler, M.L. and Kargi, F. 2017. Bioprocess Engineering, Basic Concepts. 3rd edition. Prentice-Hall Inc.
- Staley, J.T., Gunsalus, R.P., Lory, S., and Perry, J.J. 2007. Microbial Life. 2<sup>nd</sup> edition, Sinauer Associates Publishers.
- Stroshine, R. 2004. Physical Properties of Agricultural Materials and Food Products. Purdue University.

#### 11. Resources

- 11.1 Proposed instructor: TBA
- 11.2 How does the department plan to handle the additional teaching or administrative workload? Assignment of Duties
- 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, 3 CU Category 7
- 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" No  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

### Detailed Course Information

#### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **LEC**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class

LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

## 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

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No as long as pre- or co-requisite requirement is met.
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: This course is open to the Chemical Engineering UG students who meet the prerequisites and/or approved the Instructor and Department Head.
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: ChE 113 Unit operations in chemical process engineering or permission from 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
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. As this course is a tailored course for our bioprocessing option, the undergraduate program advisor has to consult the Instructor and the Department Head to make a decision.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: Not applicable

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.



- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**ChE 461.3/861.3- Biochemical Engineering****WINTER 2024****Instructor:** TBA**Research interests:** TBA**Website:** TBA**Office:** TBA**Phone:** TBA**Email:** TBA**Office hours:** TBA

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**Prerequisite:** CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from the Department  
**Co-requisite:** NA**Class schedule:** 3 hours per week**Location:****Textbook:** Shuler, M.L. and Kargi, F. 2017. Bioprocess Engineering, Basic Concepts. 3rd ed. Upper Saddle River, NJ: Prentice-Hall Inc. (A copy of the text and the following books are on reserve in the Engineering Library for this course.)**Supplementary references:**

- Bailey, J.E. and Ollis, D.F., 2010. Biochemical Engineering Fundamentals. McGraw-Hill Book Company.
- Blanch, H.W. and Clark, D.S. 1997. Biochemical Engineering. Marcel Dekker Inc.
- Green, D.W. and Southard, M.Z. 2018. Perry's Chemical Engineers' Handbook, 9th ed. Section 24.
- Harrison, R.G., Todd, P., Rudge, S.R. and Petrides, D.P. 2015. Bioseparations Science and Engineering. 2<sup>nd</sup> edition. Oxford University Press.
- Lee, J. M. 2009. Biochemical Engineering. Prentice Hall.
- Staley, J.T. Gunsalus, R.P., Lory, S. and Perry, J.J. 2007. Microbial Life. 2<sup>nd</sup> edition. Sinauer Associates Publishers.

**Course website:** [PAWS](#) Course Home page (Blackboard); Announcements, summary notes, list of assignments, solution of assignments and exam are posted on the course home page.

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**Course description:** The main objective of this course is to introduce the engineering students to the fundamental concepts of bioprocess engineering. Specifically, this course aims to provide the students with an understanding of the role that microorganisms and/or enzymes could play in a variety of bioprocesses and the industrial applications of such processes. Topics such as cell nutrients, microbial growth and kinetics, enzymatic reactions and kinetics, bioreactors (batch, fed batch, continuous flow), cell immobilization and immobilized cell bioreactors, solid state fermentation, bioreactor and fermentor scale-up/scale down, mixing, aeration, instrumentation, and genetic engineering will be covered.

### Detailed course outline

Approximate Lecture Hours	Topic	Required reading from text book
2	Introduction to Bioprocess Engineering: Biotechnology and bioprocesses, real life examples, regulatory constraints	Chapter 1
6	Enzymes: Introduction to enzymes and their functions, mechanistic kinetic models, Michaelis-Menten kinetics, rate coefficients determination, effect of environmental parameters (pH, T), immobilized enzyme systems, large scale enzyme production	Chapter 2
6	Microbial Growth and kinetics: Cell nutrients, batch growth and kinetic models (unstructured nonsegregated models, growth inhibitors, logistic model, chemically structured), continuous culture (chemostat) and associated analyses concerning biomass, substrate, and products	Chapter 3
6	Bioreactor analysis and operation: batch, chemostat, chemostat with recycle, multistage chemostat, fed-batch and associated analyses concerning biomass, substrate, and products	Chapter 6
3	Immobilized cells systems: Passive and active cell immobilization, bioreactor configuration (stirred-tank, fixed-bed, fluidized-bed, gas agitated, membrane), mass transfer and kinetics, merits and drawbacks	Chapter 9-10
3	Solid state fermentation: Basic principles, fermenter configuration, applications	Chapter 9
4	Mixing and aeration: mixing and aeration principles, oxygen mass transfer (uptake rate and mass transfer coefficient	Chapter 9
3	Scale-up, operation and control: scale-up, scale down, monitoring and control including instrumentation	Chapter 10
3	Genetic Engineering: basic principles, genetically engineered organisms, constraints	Notes to be provided

**Assignments and term projects:** There will be 4 assignments, which will be posted on the course website during the term. The assignments will consist of problems selected from the textbook and other sources. Assignments are done individually and handed in at the beginning of the class, on the indicated deadline. Important aspects of assignments will be reviewed in the class and solutions will be posted on the course website, following the deadline of assignment submission.

Undergraduate students (ChE461) are required to survey a bio-related company of interest - potentially a company in which they are seeking employment. Through this survey students are expected to learn more about the scientific and business aspects of the bio-processing industries. The survey report should be around 5 pages, including figures, tables and references (12 pt, double-spacing; with a format similar to journal articles). Reports must be submitted by XXXX (date). No submission will be accepted after the due date.

Graduate students (ChE861) will prepare a review paper on one of the topics suggested by the instructor or on their own proposed topics related to biochemical engineering which has to be approved by the instructor. The report should be around 15 pages, including figures, tables and references (12 pt, double-spacing; with a format similar to journal articles). Students will give a 15-20 minutes presentation on their topic at the end of this term. List of the topics will be posted on the website. Reports must be submitted by XXXX (date). No submission will be accepted after the due date.

**Exams:** There will be one quiz, one mid-term exam (**planned for date, time, location**) and one final examination in this course. Exams (both mid-term and final) are open text. Only text book is allowed; lecture notes and solved problems of any kind including examples reviewed in the class, assignments, tutorial problems and exams from previous years are not permitted. Programmable and handheld calculators are permitted. Laptops, cell phones (electronic devices in general) are not permitted. A missed midterm exam will be given a grade of “0” unless an adequate reason for the absence is supplied with supporting documentation.

### **Additional Information on Examination Policies**

- The use of electronic communication devices during the exams is prohibited, both inside and outside the examination rooms. Access to the internet during these times may be monitored.
- Alternate times to write midterm examinations will not be considered except in the case of illness or a conflict with other university related activities.
- Alternate times to write final examinations cannot be accommodated. If a student misses a final exam, application must be made to the Engineering Student Centre to write a deferred exam.
- Students planning on registering with the office for Access and Equity Services for Students (AES) must do so in accordance with AES procedures and deadlines.

### **Evaluation and mark distribution**

Component	Percent	
	CHE461	CHE861
Assignments (4)	10	10
Quiz	10	10
Survey	10	-
Term project	-	10
Midterm	20	20
Final exam	50	50
<b>Total Mark</b>	<b>100</b>	<b>100</b>

The mark distribution is only approximate. Final grades will be assigned at the discretion of the instructor subject to the University Council and College Regulations on Examinations.

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### **Important Dates:** (To be updated later)

3 January

First day of classes

11 January	Spectrum-No lecture
18-23 February	Mid-term break
<b>6 March</b>	<b>Midterm examination</b>
5 April	Last day of classes
8-30 April	Final Examinations Period

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### **Policies on Academic Dishonesty, Academic Appeals and Course Delivery**

Engineering students are expected to undertake all aspects of their academic work in an ethical manner. Students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow all rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university's policies on academic integrity and academic misconduct. If any form of academic misconduct is discovered, appropriate disciplinary action will be taken.

For more information on what constitutes academic misconduct, please consult the University Council

*Regulations on Student Academic Misconduct:*

([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)).

For information regarding appeals of a final grade or other academic matters, please consult the University Council document on *Student Appeals of Evaluation, Grading and Academic Standing* (<http://policies.usask.ca/policies/student-affairs-and-activities/student-appeals.php>).

Additional policies and procedures related to student conduct and appeals are provided on the University Secretariat website ([www.usask.ca/secretariat/student-conduct-appeals](http://www.usask.ca/secretariat/student-conduct-appeals)) and on the University website <http://www.usask.ca/integrity/>.

A summary of University of Saskatchewan policies relating to academic courses is provided in the document: *Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning* (<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>).

### **Safety**

Safety is of paramount importance in the College of Engineering. Students are expected to work in a safe and responsible manner, to follow all safety instructions, and use any specified personal protective equipment. Students failing to behave in a safe manner will be asked to leave.

**Preparing for emergencies protects our lives and property. An emergency response plan (ERP) posting is located in each classroom and lab near the main door of the room. Students are advised to review and be familiar with the College ERP and be aware that when an alarm sounds for more than 10 seconds, the building must be evacuated. Muster point locations are posted at each entrance of the Engineering Building. For more details about the ERP, please visit the following website:**

[https://engineering.usask.ca/documents/facilities/ERP%20-%20ENG%20-%20v%205%200%20-%202009\\_01\\_2017.pdf](https://engineering.usask.ca/documents/facilities/ERP%20-%20ENG%20-%20v%205%200%20-%202009_01_2017.pdf)

**Recording Lectures:** Lecture notes will be posted and no recording is allowed. Exceptions can be made for remote lectures.

## Copyright

Course materials are provided to students based on their registration in a class. Any materials created by course instructors is the intellectual property of the instructors. 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 students 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 copying or distributing others' copyright-protected materials, students need to ensure that their use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the internet is not covered under the University's Fair Dealing Copyright Guidelines; doing so requires permission from the copyright holder. For more information about copyright, please visit <http://www.usask.ca/copyright/students/rights/index.php> or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca).

Students should be aware that a violation of the university's copyright policies could be an instance of non-academic misconduct. For example, the practice of uploading or posting copyright-protected materials to course-sharing websites, depositories, or "drop boxes", without the permission of the copyright holder, could result in a charge of non-academic misconduct under the university's "Standard of Student Conduct in Non-Academic Matters", found at the following location: <https://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>.

## Student Conduct

Ethical behavior is an important part of engineering practice. Each professional engineering association has a Code of Ethics, which its members are expected to follow. Since students are in the process of becoming Professional Engineers, it is expected that students will conduct themselves in an ethical manner.

The APEGS (Association of Professional Engineers and Geoscientists of Saskatchewan) Code of Ethics states that engineers shall "conduct themselves with fairness, courtesy and good faith towards clients, colleagues, employees and others; give credit where it is due and accept, as well as give, honest and fair professional criticism" (Section 20(e), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

The first part of this statement discusses an engineer's relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking.

## Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)  
Email: [esc@usask.ca](mailto:esc@usask.ca); Phone: 306-966-5274; [https://engineering.usask.ca/contact\\_info/esc-office.php](https://engineering.usask.ca/contact_info/esc-office.php)
- Student Wellness Centre (3rd & 4th Floors, Place Riel): <https://students.usask.ca/health/>
- Financial Services: <https://students.usask.ca/money/>
- Access and Equity Services for Students (AES – Rm. E1, Administrative Building): [aes@usask.ca](mailto:aes@usask.ca)

**Objectives and Learning Outcomes:** Students completing this course will be able to:

1. Explain the basic principles of cell nutrients and genetics.
2. Determine the Michaelis-Menten type and diffusion-limited enzyme kinetics.
3. Describe the microbial growth patterns and the growth kinetics through modeling.
4. Apply chemical engineering principles to bioreactor analysis and operation.
5. Scale-up/down fermenters, analyze mixing and aeration, and select instrumentation for fermenters.

**Attribute Mapping:**

Learning Outcome	Instructional Level <sup>‡</sup>											
	Attribute <sup>†</sup>											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	I	I										
2	D	D			D							
3	D	D			D							
4	D	D			A							
5	D	D			D							

<sup>†</sup>Attributes:

- A1** A knowledge base for engineering  
**A2** Problem analysis  
**A3** Investigation  
**A4** Design  
**A5** Use of engineering tools  
**A6** Individual and team work  
**A7** Communication skills  
**A8** Professionalism  
**A9** Impact of engineering on society and the environment  
**A10** Ethics and equity  
**A11** Economics and project management  
**A12** Life-long learning

<sup>‡</sup>Instructional Level:

**Introduced (I)** – Students learn the working vocabulary of the area of content, along with some of the major underlying concepts.

**Developed (D)** – Students use their working vocabulary and major fundamental concepts to probe more deeply, to read the literature, and to deepen their exploration of the concepts. They may begin to practice, extend, or refine knowledge in familiar contexts.

**Applied (A)** – Students approach mastery in the area of content. They explore deeply into the discipline and experience the controversies, debate, and uncertainties that characterize the leading edges of any field. They practice, extend, or refine knowledge in unfamiliar contexts.

**Accreditation Unit (AU) Mapping:** (% of total class AU)

Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
	25%		75%	

**Accreditation Data Collection and Privacy:**

Undergraduate programs in the College of Engineering are accredited by the Canadian Engineering Accreditation Board. Student performance data may be collected in this course to support accreditation and continuous program improvement processes. Anonymous samples of student work may also be collected for accreditation purposes. All data provided to the accreditation body or external entities is anonymized and reported in aggregate form to protect your information and identity. If you have any concerns about how your

personal information is used or maintained, please contact the Associate Dean Academic, College of Engineering.

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**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: Engineering
- 1.2 Department with academic authority: Chemical and Biological Engineering
- 1.3 Term from which the course is effective: Winter 2024

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: ChE461.3/861.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Biochemical Engineering  
Course Short Title (maximum 30 characters): Biochemical Engineering
- 2.4 Total Hours: 36 Lecture Seminar Lab Tutorial Other
- 2.5 Weekly Hours: 3 Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from 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): The main objective of this course is to introduce the engineering students to the fundamental concepts of bioprocess engineering. Specifically, this course aims to provide the students with an understanding of the role that microorganisms and/or enzymes could play in a variety of bioprocesses and the industrial applications of such processes. Topics such as cell nutrients, microbial growth and kinetics, enzymatic reactions and kinetics, bioreactors (batch, fed batch, continuous flow), cell immobilization and immobilized cell bioreactors, solid state fermentation, bioreactor and fermentor scale-up/scale down, mixing, aeration, instrumentation, and genetic engineering will be covered.
- 2.9 Do you allow this course to be repeated for credit? No

**3. Please list rationale for introducing this course:**

This is a new double number course that is proposed for the new Bioprocessing Engineering option which will be offered as part of Chemical Engineering UG program in the Department of Chemical and Biological Engineering. Course can be taken by graduate students as well. However, the Graduate course will include additional component such as term paper and presentation.

4. **Please list the learning objectives for this course:**
1. To explain the basic principles of cell nutrients and genetics.
  2. To determine Michaelis-Menten type, and diffusion limited enzyme kinetics.
  3. To describe the microbial growth patterns and the growth kinetics through modeling.
  4. To apply chemical engineering principles to bioreactor analysis and operation.
  5. To scale-up/down fermenters, analyze mixing and aeration, and select instrumentation for fermenters.
5. **Impact of this course – NO.** There will be no impact on other departments or Colleges programs. Instead, the proposed new course will benefit those department and programs are relevant to food processing, biotechnology, and bio-product processing. It will be also beneficial to graduate students whose research is related to bioprocessing, biochemical engineering, bio-environmental engineering, and biotechnology. Additionally, the proposed course that could be part of a future professional certificate may provide the opportunity for the professionals from the local bio- and agro- industry to upgrade and/or advance their skills and thus enhance the productivity of their respective productivity.

Are the programs of other departments or Colleges affected by this course? Unlikely but we consultation with the College of Agriculture and Bioresources and the Department of food and Bioproduct Sciences has been initiated.

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

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

6. **Other courses or program affected** (please list course titles as well as numbers)
- 6.1 Courses to be deleted? Introduction to Biochemical Engineering (ChE 461) that is currently offered under Biochemical Engineering option in the Department of Chemical and Biological Engineering. The plan is to replace the Biochemical Engineering option with this new Bioprocess Engineering option.
  - 6.2 Courses for which this course will be a prerequisite? No
  - 6.3 Is this course to be required by your majors, or by majors in another program? Yes
7. **Course outline**  
(Weekly outline of lectures or include a draft of the course information sheet.)  
Please see attachment.
8. **Enrolment**
- 8.1 Expected enrollment: 30-50
  - 8.2 From which colleges? College of Engineering (30-40) + College of Agriculture and Bioresources (5) + Other colleges on campus (5)
9. **Student evaluation**  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded? **N.** Please refer to the attached course outline for mark distribution among assignments, quiz, midterm and final examinations.

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No**

10. **Required text**

Include a bibliography for the course.

**Textbook:** Shuler, M.L. and Kargi, F. 2017. Bioprocess Engineering, Basic Concepts. 3rd ed. Upper Saddle River, NJ: Prentice-Hall Inc. (A copy of the text and the following books are on reserve in the Engineering Library for this course.)

**Supplementary references:**

- Bailey, J.E. and Ollis, D.F., 2010. Biochemical Engineering Fundamentals. McGraw-Hill Book Company.
- Blanch, H.W. and Clark, D.S. 1997. Biochemical Engineering. Marcel Dekker Inc.
- Green, D.W. and Southard, M.Z. 2018. Perry's Chemical Engineers' Handbook, 9th ed. Section 24.
- Harrison, R.G., Todd, P., Rudge, S.R. and Petrides, D.P. 2015. Bioseparations Science and Engineering. 2nd edition. Oxford University Press.
- Lee, J. M. 2009. Biochemical Engineering. Prentice Hall.
- Staley, J.T. Gunsalus, R.P., Lory, S. and Perry, J.J. 2007. Microbial Life. 2nd edition. Sinauer Associates Publishers.

11. **Resources**

11.1 Proposed instructor: TBA

11.2 How does the department plan to handle the additional teaching or administrative workload? There will no additional teaching load as the proposed course will replace the existing ChE461.3/ChE861 that is currently part of the program.

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, 3 CU Category 7

12.2 Does this course require non-standard fees, such as materials or excursion fees? NO

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>

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course: LEC, Lecture

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

## 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

The proposed course will be a 3-CU course.

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No, as long as pre- or co-requisite requirement is met.
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program This course is open to the Chemical Engineering UG students who meet the prerequisites and/or approved the Instructor and Department Head. Graduate students upon recommendation by their supervisor and/or advisory committee could take this course.
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course Fluid mechanics CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from 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 CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from Department.
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course NA

- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. The proposed course is a specialized course. To determine whether there are equivalent course(s), transferred from other universities or colleges, the undergraduate program advisor will consult the Instructor and the Department Head to make a decision.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: NA

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**ChE 462.3/862.3-Biomaterial Processing****WINTER 2025****Instructor:** TBA**Research interests:** TBA**Website:** [TBA](#)**Office:** TBA**Phone:** TBA**Email:** [TBA](#)**Office hours:** TBA

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**Prerequisite:** CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from the Department**Co-requisite:** NA**Class schedule:** 3 hours per week**Location:****Textbook:**

1. Singh, R.P. and D. R. Heldman. 2014. Introduction to Food Engineering, 5th ed. Waltham, MA: Academic Press. 867 p.

Course notes will be uploaded or made available on the course website.

**Supplementary references:**

1. Chauhan, O. P. 2019. Nonthermal processing of Foods. CRC press, Boca Raton, 462 p.
2. Da-Wen Sun (editor). 2011. Handbook of Food Safety Engineering. John Wiley and Sons Ltd., 864 p.
3. Da-Wen Sun (editor). 2016. Thermal Food Processing: New Technologies and Quality Issues, Second Edition, John Wiley and Sons Ltd., 688 p.
4. Sachin Kumar and Rajesh K. Sani (editors). 2018. Biorefining of Biomass to Biofuels. Springer, 372 p.

**Course website:** [PAWS](#) Course Home page (Blackboard); Announcements, summary notes, list of assignments, solution of assignments and exam are posted on the course home page.

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**Course description:** The course covers fundamental and essential unit operations and equipment for food and bioprocessing. The unit operations include industrial thermal processing (heating, cooling, freezing), sterilization and pasteurization, solid handling and conveying, biomass pre-treatment, biological conversion, thermochemical conversion, and bio-refining processes. In the end of this course students will understand industrial processes in the food and bioprocessing fields and be able to design hybrid processes and equipment for target food and bioprocessing.**Detailed course outline**

Approximate Lecture Hours	Topic	Required reading from text book
6	Industrial thermal processing: Roasting, Extrusion, baking and frying, Infrared heating, Microwave heating, Radio frequency heating, Ohmic heating	Notes to be provided Chapter 4
6	Preservation processing I: Aseptic processes, and pasteurization, Thermal processing, Canning	Chapter 5

	process, Kinetics of microbial reduction and thermal death time	
3	Preservation processing II: Non-thermal processing, chemical methods, irradiation, pulsed electric field application, high pressure application	Notes to be provided
6	Cooling and freezing in bioprocessing: Refrigeration cycle, freezing methods vs product quality, freezing time, Cryopreservation	Chapter 6
5	Solids handling and conveying: various types of conveying systems (screw, belt, drag, bucket and pneumatic conveyors), basic characteristics, sizing and basic design calculations are discussed.	Notes to be provided
5	Biomass pre-treatment, Biological conversion (enzymatic hydrolysis, synthesis gas fermentation, biofuel production, waste management, etc.), Thermochemical conversion (Torrefaction, pyrolysis, gasification, etc.)	Notes to be provided
5	Bio-refining process (lignin, cellulose, hemicellulose, oil, protein, starch refining, fibre, fuels, chemicals, plastics, etc.)	Notes to be provided

**Recommended Problems: 4 or 5 assignments will be given.** Assignments are to be done in groups of two or three. Assignments are to be submitted at the beginning of the class on the designated date. Assignments will be marked by a graduate student (TA) and solutions will be posted on the course website following the deadline. The onus will then be on the student to check the solutions to ensure that the problems were done correctly.

**Exams:** There will be one mid-term exam (**planned for Date, Time, and Location**) and one final examination in this course. Exams (both mid-term and final) are open text. Only text book is allowed; lecture notes and solved problems of any kind including examples reviewed in the class, assignments, tutorial problems and exams from previous years are not permitted. Programmable and handheld calculators are permitted. Laptops, cell phones (electronic devices in general) are not permitted. A missed midterm exam will be given a grade of “0” unless an adequate reason for the absence is supplied with supporting documentation.

### Evaluation and mark distribution

Component	Percent
Assignments	20
Mid-term exam	30
Final exam	50

The mark distribution is only approximate. Final grades will be assigned at the discretion of the instructor subject to the University Council and College Regulations on Examinations.

**Students should be aware of and follow the University of Saskatchewan Student Conduct and Appeals definitions, rules and procedures that are available on the web at: [www.usask.ca/secretariat/student-conduct-appeals/](http://www.usask.ca/secretariat/student-conduct-appeals/).**

**Important Dates: (Will be updated)**

3 January

First day of classes

11 January	Spectrum-No lecture
18-23 February	Mid-term break
<b>6 March</b>	<b>Midterm examination</b>
5 April	Last day of classes
8-30 April	Final Examinations Period

### **Policies on Academic Dishonesty, Academic Appeals and Course Delivery**

Engineering students are expected to undertake all aspects of their academic work in an ethical manner. Students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow all rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university's policies on academic integrity and academic misconduct. If any form of academic misconduct is discovered, appropriate disciplinary action will be taken.

For more information on what constitutes academic misconduct, please consult the University Council

*Regulations on Student Academic Misconduct:*

([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)).

For information regarding appeals of a final grade or other academic matters, please consult the University Council document on *Student Appeals of Evaluation, Grading and Academic Standing* (<http://policies.usask.ca/policies/student-affairs-and-activities/student-appeals.php>).

Additional policies and procedures related to student conduct and appeals are provided on the University Secretariat website ([www.usask.ca/secretariat/student-conduct-appeals](http://www.usask.ca/secretariat/student-conduct-appeals)) and on the University website <http://www.usask.ca/integrity/>.

A summary of University of Saskatchewan policies relating to academic courses is provided in the document: *Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning* (<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>).

### **Safety**

Safety is of paramount importance in the College of Engineering. Students are expected to work in a safe and responsible manner, to follow all safety instructions, and use any specified personal protective equipment. Students failing to behave in a safe manner will be asked to leave.

**Preparing for emergencies protects our lives and property. An emergency response plan (ERP) posting is located in each classroom and lab near the main door of the room. Students are advised to review and be familiar with the College ERP and be aware that when an alarm sounds for more than 10 seconds, the building must be evacuated. Muster point locations are posted at each entrance of the Engineering Building. For more details about the ERP, please visit the following website:**

**<https://engineering.usask.ca/documents/facilities/ERP%20-%20ENG%20-%20v%205%200%20-%2009%2001%202017.pdf>**



**Recording Lectures:** Lecture notes will be posted and no recording is allowed. Exceptions can be made for remote lectures.

## Copyright

Course materials are provided to students based on their registration in a class. Any materials created by course instructors is the intellectual property of the instructors. 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 students 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 copying or distributing others' copyright-protected materials, students need to ensure that their use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the internet is not covered under the University's Fair Dealing Copyright Guidelines; doing so requires permission from the copyright holder. For more information about copyright, please visit <http://www.usask.ca/copyright/students/rights/index.php> or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca).

Students should be aware that a violation of the university's copyright policies could be an instance of non-academic misconduct. For example, the practice of uploading or posting copyright-protected materials to course-sharing websites, depositories, or "drop boxes", without the permission of the copyright holder, could result in a charge of non-academic misconduct under the university's "Standard of Student Conduct in Non-Academic Matters", found at the following location: <https://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>.

## Student Conduct

Ethical behavior is an important part of engineering practice. Each professional engineering association has a Code of Ethics, which its members are expected to follow. Since students are in the process of becoming Professional Engineers, it is expected that students will conduct themselves in an ethical manner.

The APEGS (Association of Professional Engineers and Geoscientists of Saskatchewan) Code of Ethics states that engineers shall "conduct themselves with fairness, courtesy and good faith towards clients, colleagues, employees and others; give credit where it is due and accept, as well as give, honest and fair professional criticism" (Section 20(e), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

The first part of this statement discusses an engineer's relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking.

## Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)  
Email: [esc@usask.ca](mailto:esc@usask.ca); Phone: 306-966-5274; [https://engineering.usask.ca/contact\\_info/esc-office.php](https://engineering.usask.ca/contact_info/esc-office.php)
- Student Wellness Centre (3rd & 4th Floors, Place Riel): <https://students.usask.ca/health/>
- Financial Services: <https://students.usask.ca/money/>
- Access and Equity Services for Students (AES – Rm. E1, Administrative Building): [aes@usask.ca](mailto:aes@usask.ca)

**Objectives and Learning Outcomes:** Upon completion of the course students will be able to:

1. Describe the unit operations used in food and bioproduct processing.
2. Determine the capacity/size of equipment used in food and bioprocessing.
3. Conduct engineering analysis on the performance of a bioprocess
4. Develop process flow diagram and conduct short-cut design on unit operations in bioprocesses

**Attribute Mapping:**

*Level of Performance<sup>‡</sup>*

Learning Outcome	Attribute <sup>†</sup>											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	D											
2				D								
3		A										
4		A										

<sup>†</sup>Attributes:

- A1 A knowledge base for engineering
- A2 Problem analysis
- A3 Investigation
- A4 Design
- A5 Use of engineering tools
- A6 Individual and team work
- A7 Communication skills
- A8 Professionalism
- A9 Impact of engineering on society and the environment
- A10 Ethics and equity
- A11 Economics and project management
- A12 Life-long learning

<sup>‡</sup>Instructional Level:

**Introduced (I)** – Students learn the working vocabulary of the area of content, along with some of the major underlying concepts.

**Developed (D)** – Students use their working vocabulary and major fundamental concepts to probe more deeply, to read the literature, and to deepen their exploration of the concepts. They may begin to practice, extend, or refine knowledge in familiar contexts.

**Applied (A)** – Students approach mastery in the area of content. They explore deeply into the discipline and experience the controversies, debate, and uncertainties that characterize the leading edges of any field. They practice, extend, or refine knowledge in unfamiliar contexts.

**Accreditation Unit (AU) Mapping:** (% of total class AU)

Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
-	-	-	75%	25%

**Accreditation Data Collection and Privacy:**

Undergraduate programs in the College of Engineering are accredited by the Canadian Engineering Accreditation Board. Student performance data may be collected in this course to support accreditation and continuous program improvement processes. Anonymous samples of student work may also be collected for accreditation purposes. All data provided to the accreditation body or external entities is anonymized and reported in aggregate form to protect your information and identity. If you have any concerns about how your personal information is used or maintained, please contact the Associate Dean Academic, College of Engineering.



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: Engineering
- 1.2 Department with academic authority: Chemical and Biological Engineering
- 1.3 Term from which the course is effective: Winter 2025

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: ChE462.3/862.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Biomaterial Processing  
Course Short Title (maximum 30 characters): Biomaterial Processing
- 2.4 Total Hours: 36 Lecture Seminar Lab Tutorial Other
- 2.5 Weekly Hours: 3 Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from 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): The course covers fundamental and essential unit operations and equipment for food and bioprocessing. The unit operations include industrial thermal processing (heating, cooling, freezing), sterilization and pasteurization, solid handling and conveying, biomass pre-treatment, biological conversion, thermochemical conversion, and bio-refining processes. In the end of this course students will understand industrial processes in the food and bioprocessing fields and be able to design hybrid processes and equipment for target food and bioprocessing.

- 2.9 Do you allow this course to be repeated for credit? No

- 3. **Please list rationale for introducing this course:** This is a new course that is proposed for the new Bioprocessing Engineering option in the Chemical Engineering undergraduate program in the Department of Chemical and Biological Engineering. This course is needed for the option students to understand and design important unit operations and equipment for food and bioprocessing. This course can be taken by graduate students with additional components such as term project and presentation.

4. **Please list the learning objectives for this course:**
1. To describe the unit operations used in food and bioproduct processing.
  2. To determine the capacity/size of equipment used in food and bioprocessing.
  3. To conduct engineering analysis on the performance of a bioprocess
  4. To develop process flow diagram and conduct short-cut design on unit operations in bioprocesses

5. **Impact of this course**

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

If so, were these departments consulted? (Include correspondence) Yes, Department of food and Bioproduct Sciences

Were any other departments asked to review or comment on the proposal? Yes, Department of food and Bioproduct Sciences

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? None

6.3 Is this course to be required by your majors, or by majors in another program? Yes

7. **Course outline**

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

Please see attached.

8. **Enrolment**

8.1 Expected enrollment: 30-50

8.2 From which colleges? Engineering

9. **Student evaluation**

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

Component	Percent
Assignments	20
Mid-term exam	30
Final exam	50

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage**

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination? No

10. **Required text**

Include a bibliography for the course.

**Textbook:**

1. Singh, R.P. and D. R. Heldman. 2014. Introduction to Food Engineering, 5th ed. Waltham, MA: Academic Press. 867 p.

Course notes will be uploaded or made available on the course website.

**Supplementary references:**

1. Chauhan, O. P. 2019. Nonthermal processing of Foods. CRC press, Boca Raton, 462 p.
2. Da-Wen Sun (editor). 2011. Handbook of Food Safety Engineering. John Wiley and Sons Ltd., 864 p.
3. Da-Wen Sun (editor). 2016. Thermal Food Processing: New Technologies and Quality Issues, Second Edition, John Wiley and Sons Ltd., 688 p.
4. Sachin Kumar and Rajesh K. Sani (editors). Biorefining of Biomass to Biofuels. Springer, 372 p.

11. **Resources**

11.1 Proposed instructor: TBA

11.2 How does the department plan to handle the additional teaching or administrative workload? Will adjust teaching faculty's assignment of duties accordingly.

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, 3 CU Category 7 12.2 Does this course require non-standard fees, such as materials or excursion fees? No

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>

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course: LEC, lecture

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class

LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

## 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

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No, as long as pre- or co-requisite requirement is met.
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program  
This course is open to the Chemical Engineering UG students who meet the prerequisites and/or approved the Instructor and Department Head. Graduate students upon recommendation by their supervisor and/or advisory committee could take this course.
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from 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  
CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from Department
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course, None
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. As this course is a tailored course for our bioprocessing option, the undergraduate program advisor have to consult the Instructor and the Department Head to make a decision.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: Not applicable

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: Not applicable

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**ChE 463.3/863.3- Bioprocess Industries and Bioproducts****FALL 2023****Instructor:** TBA**Research interests:** TBA**Website:** TBA**Office:** TBA**Phone:** TBA**Email:** TBA**Office hours:** TBA

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**Prerequisite:** CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from the Department**Co-requisite:** NA**Class schedule:** 3 hours per week**Location:****Textbook:**

Course notes

**Supplementary references:**

1. Ian O'Hara, Sagadevan Mundree (Editors). 2016. Sugarcane-based Biofuels and Bioproducts, John Wiley & Sons, 379 p.
2. Kasthurirangan Gopalakrishnan, J. (Hans) van Leeuwen, Robert C. Brown. 2012. Sustainable Bioenergy and Bioproducts: Value Added Engineering Applications, Springer, 227 p.
3. Nurhan Turgut Dunford (Editor). 2012. Food and Industrial Bioproducts and Bioprocessing, John Wiley & Sons, 392 p.

**Course website:** [PAWS](#) Course Home page (Blackboard); Announcements, summary notes, list of assignments, solution of assignments and exam are posted on the course home page.

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**Course description:** The course covers bioprocess industries and bioproducts for food and bioprocessing. The bioprocess industries include pharmaceutical, nutraceutical, food, bioenergy, biomaterials, biotechnological, and bio-functional industries. Related products, such as antibiotics, vaccines, CBD, THC, enzymes, alcoholic beverages, dairy products, meat products, biofuels, bio-composites, biosensors and biomimetic devices will be introduced in terms of production and product characterization.

**Detailed course outline**

Approximate Lecture Hours	Topic	Required reading from text book (there is no single text book for this course) Reading references will be made available
4	Pharmaceutical and nutraceutical industries: Antibiotics, vaccines and antivirals, CBD and THC, nutraceuticals, drug delivery systems	Notes to be provided



9	Food industries: enzymes, alcoholic beverages, dairy products, meat products, vegetable oils	Notes to be provided
6	Bioenergy industries: Biofuels, Torrefied materials, Biogas	Notes to be provided
5	Biomaterials industries: biopolymers and bio-composites, cellulosic-based materials, biomedical, marine (algal)	Notes to be provided
6	Advanced biotech and bio-inspired technology industries: genetically modified products, biosensors, biomimetics	Notes to be provided
6	Industrial applications of plant-based protein, starch and derivatives (co-products) utilization	Notes to be provided

**Recommended Problems:** 4 to 5 assignments will be given. Assignments are to be done in groups of two or three. Assignments are to be submitted at the beginning of the class on the designated date. Assignments will be marked by a graduate student (TA) and solutions will be posted on the course website following the deadline. The onus will then be on the student to check the solutions to ensure that the problems were done correctly.

**Exams:** There will be one mid-term exam (**planned for Date, Time, and Location**) and one final examination in this course. Exams (both mid-term and final) are closed book. Programmable and handheld calculators are permitted. Laptops, cell phones (electronic devices in general) are not permitted. A missed midterm exam will be given a grade of "0" unless an appropriate reason for the absence is supplied with supporting documentation.

**Mini-project:** The mini-project can be done in groups of two or three. By conducting this project students will develop steps in the design of bioproducts of their interests. The format of the project report and potential topics for the project will be discussed at the beginning of the term.

### Evaluation and mark distribution

Component	Percent
Assignments	30
Mid-term exam/mini-project	30
Final exam	40

The mark distribution is only approximate. Final grades will be assigned at the discretion of the instructor subject to the University Council and College Regulations on Examinations.

Students should be aware of and follow the University of Saskatchewan [Student Conduct and Appeals](http://www.usask.ca/secretariat/student-conduct-appeals/) definitions, rules and procedures that are available on the web at: [www.usask.ca/secretariat/student-conduct-appeals/](http://www.usask.ca/secretariat/student-conduct-appeals/).

### Important Dates: (will be updated)

3 January	First day of classes
11 January	Spectrum-No lecture
18-23 February	Mid-term break
<b>6 March</b>	<b>Midterm examination</b>
5 April	Last day of classes

**Policies on Academic Dishonesty, Academic Appeals and Course Delivery**

Engineering students are expected to undertake all aspects of their academic work in an ethical manner. Students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow all rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university's policies on academic integrity and academic misconduct. If any form of academic misconduct is discovered, appropriate disciplinary action will be taken.

For more information on what constitutes academic misconduct, please consult the University Council *Regulations on Student Academic Misconduct*:

([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)).

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**Recording Lectures:** Lecture notes will be posted and no recording is allowed.

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The first part of this statement discusses an engineer's relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking.

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- Student Wellness Centre (3rd & 4th Floors, Place Riel): <https://students.usask.ca/health/>
- Financial Services: <https://students.usask.ca/money/>
- Access and Equity Services for Students (AES – Rm. E1, Administrative Building): [aes@usask.ca](mailto:aes@usask.ca)

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**Objectives and Learning Outcomes:** Upon completion of the course students will be able to:

1. Describe the characteristics of important bioproducts
2. Explain the processing principles of pharmaceutical, nutraceutical, and food products.
3. Explain working principles of biosensors and biomimetics
4. Develop steps in design of selected bioproducts

### **Attribute Mapping:**

*Level of Performance<sup>‡</sup>*

Learning Outcome	Attribute <sup>†</sup>											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	D											
2		D										
3	D											
4				A								

<sup>†</sup>Attributes:

- A1 A knowledge base for engineering
- A2 Problem analysis
- A3 Investigation
- A4 Design
- A5 Use of engineering tools
- A6 Individual and team work
- A7 Communication skills
- A8 Professionalism
- A9 Impact of engineering on society and the environment
- A10 Ethics and equity
- A11 Economics and project management
- A12 Life-long learning

<sup>‡‡</sup>Instructional Level:

**Introduced (I)** – Students learn the working vocabulary of the area of content, along with some of the major underlying concepts.

**Developed (D)** – Students use their working vocabulary and major fundamental concepts to probe more deeply, to read the literature, and to deepen their exploration of the concepts. They may begin to practice, extend, or refine knowledge in familiar contexts.

**Applied (A)** – Students approach mastery in the area of content. They explore deeply into the discipline and experience the controversies, debate, and uncertainties that characterize the leading edges of any field. They practice, extend, or refine knowledge in unfamiliar contexts.

**Accreditation Unit (AU) Mapping:** (% of total class AU)

Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
-	-	-	100%	

#### Accreditation Data Collection and Privacy:

Undergraduate programs in the College of Engineering are accredited by the Canadian Engineering Accreditation Board. Student performance data may be collected in this course to support accreditation and continuous program improvement processes. Anonymous samples of student work may also be collected for accreditation purposes. All data provided to the accreditation body or external entities is anonymized and reported in aggregate form to protect your information and identity. If you have any concerns about how your personal information is used or maintained, please contact the Associate Dean Academic, College of Engineering.



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: Engineering
- 1.2 Department with academic authority: Chemical and Biological Engineering
- 1.3 Term from which the course is effective: Fall 2023

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: ChE463.3/863.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Bioprocess Industries and Bioproducts  
Course Short Title (maximum 30 characters): Bio-industries and Bioproducts
- 2.4 Total Hours: 36 Lecture Seminar Lab Tutorial Other
- 2.5 Weekly Hours: 3 Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from 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): The course covers bioprocess industries and bioproducts for food and bioprocessing. The bioprocess industries include pharmaceutical, nutraceutical, food, bioenergy, biomaterials, biotechnological, and bio-functional industries. All the related products, such as antibiotics, vaccines, CBD, THC, enzymes, alcoholic beverages, dairy products, meat products, biofuels, bio-composites, biosensors and biomimetic devices will be introduced in terms of production and product characterization.
- 2.9 Do you allow this course to be repeated for credit? No

- 3. **Please list rationale for introducing this course:** This is a new course that is proposed for the new Bioprocessing Engineering option in the Chemical Engineering undergraduate program in the Department of Chemical and Biological Engineering. This course is needed for the option students to understand and design important unit operations and equipment for food and bioprocessing. This course can be taken by graduate students with additional components such as term project and presentation.

- 4. **Please list the learning objectives for this course:**

1. To describe the characteristics of important bioproducts
2. To explain the processing principles of pharmaceutical, nutraceutical, and food products.
3. To explain working principles of biosensors and biomimetics
4. To develop steps in design of selected bioproducts

5. **Impact of this course**

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

If so, were these departments consulted? (Include correspondence) Yes, Department of food and Bioproduct Sciences

Were any other departments asked to review or comment on the proposal? Yes, Department of food and Bioproduct Sciences

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? None

6.3 Is this course to be required by your majors, or by majors in another program? Yes

7. **Course outline**

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

Please see attached.

8. **Enrolment**

8.1 Expected enrollment: 30-50

8.2 From which colleges? Engineering

9. **Student evaluation**

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

Component	Percent
Assignments	30
Mid-term exam/min-project	30
Final exam	40

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

**N – Numeric/Percentage**

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? No

10. **Required text**

Include a bibliography for the course.

**Textbook:**

1. Uploaded course notes

**Supplementary references:**

1. Ian O'Hara, Sagadevan Mundree (Editors). 2016. Sugarcane-based Biofuels and Bioproducts, John Wiley & Sons, 379 p.
2. Kasthurirangan Gopalakrishnan, J. (Hans) van Leeuwen, Robert C. Brown. 2012. Sustainable Bioenergy and Bioproducts: Value Added Engineering Applications, Springer, 227 p.
3. Nurhan Turgut Dunford (Editor). 2012. Food and Industrial Bioproducts and Bioprocessing, John Wiley & Sons, 392 p.

**11. Resources**

- 11.1 Proposed instructor: TBA
- 11.2 How does the department plan to handle the additional teaching or administrative workload? Will adjust teaching faculty's assignment of duties accordingly.
- 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, 3 CU Category 7
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? No  
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>

**Detailed Course Information****1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course: LEC, lecture

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable

PRA      Practicum

XNC      No Academic Credit

## 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

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1    Permission Required: No, as long as pre- or co-requisite requirement is met.

3.2    Restriction(s): course only open to students in a specific college, program/degree, major, year in program

This course is open to the Chemical Engineering UG students who meet the prerequisites and/or approved the Instructor and Department Head. Graduate students upon recommendation by their supervisor and/or advisory committee could take this course.

3.3    Prerequisite(s): course(s) that must be completed prior to the start of this course

CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from 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

CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from Department

3.5    Corequisite(s): course(s) that must be taken at the same time as this course, None

3.6    Notes: recommended courses, repeat restrictions/content overlap, other additional information

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. As this course is a tailored course for our bioprocessing option, the undergraduate program advisor have to consult the Instructor and the Department Head to make a decision.

4.1    If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: Not applicable

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.



**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: Not applicable

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**CHE 468.3/868.3-Downstream Bioprocessing****WINTER 2025****Instructor:** TBA**Research interests:** TBA**Website:** TBA**Office:** TBA**Phone:** TBA**Email:** TBA**Office hours:** TBA

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**Prerequisite:** CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from the Department**Co-requisite:** NA**Class schedule:** 3 hours per week**Location:****Textbook:**

1. Singh, R.P. and D. R. Heldman. 2014. Introduction to Food Engineering, 5th ed. Waltham, MA: Academic Press.
2. Shuler, M.L. and Kargi, F. 2017. Bioprocess Engineering, Basic Concepts. 3rd ed. . Upper Saddle River, NJ: Prentice-Hall Inc.

Course notes will be uploaded or made available on the course website.

**Supplementary references:**

1. Harrison R.G., P. Todd, S.R. Rudge and D.P. Petrides. 2015. Bioseparations Science and Engineering. 2<sup>nd</sup> edition. New York, NY: Oxford University Press.
2. Sitkei, G. 2016. Mechanics of Agricultural Materials. New York, NY: Elsevier.

**Course website:** [PAWS](#) Course Home page (Blackboard); Announcements, summary notes, list of assignments, solution of assignments and exam are posted on the course home page.

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**Course description:** This course covers two parts. The first part will cover coagulation, flocculation, sedimentation, precipitation and filtration, membrane processes, electrophoresis and electrodialysis and chromatography of biomaterials and bioproducts. The second part will cover dehydration and systems, particle size reduction techniques of solid biomaterials, densification and extrusion of ground biomaterials, refrigeration and freezing and systems for biomaterials and bioproducts.**Detailed course outline**

Approximate Lecture Hours	Topic	Required reading from text book
5	Coagulation and Flocculation, Sedimentation and centrifugation and conventional filtration	Notes to be provided

5	Cell Disruption and cell lysis: osmotic and chemical cell lysis, mechanical methods Membrane processes: principles of membrane separations, dialysis, reverse osmosis, ultrafiltration and microfiltration, engineering applications	Notes to be provided
4	Crystallization and Precipitation: salting out, solubility reduction, mixing, nucleation, and growth, kinetics, crystallization scale-up and design	Notes to be provided
5	Electrophoresis and Electrodialysis Adsorption and Chromatography: adsorption principles, fixed-bed adsorption, agitated based adsorption, introduction to adsorption, liquid-liquid partition, ion exchange, affinity, hydrophobic, and high pressure liquid chromatographies.	Notes to be provided
4	Drying: basic drying principles; dehydration systems and design)	Lecture notes; Singh and Heldman – Chapter 12
4	Particle Size Reduction: grinding and cutting; emulsification; particle size distribution; equipment)	Lecture notes; Sitkei, G. 2016. Mechanics of Agricultural Materials.
4	Densification: basic principles of densification; agglomeration, pelleting and extrusion; pressure distribution and variables during densification; systems and equipment	Lecture notes; Sitkei, G. 2016. Mechanics of Agricultural Materials. Singh and Heldman – Chapter 14
5	Packaging and Storage: basic packaging methods, packaging systems; basic storage principles, factors affecting the shelf life, storage systems including cold storage	Lecture notes; Singh and Heldman – Chapter 6, 7, 15

**Recommended Problems:** 4 or 5 assignments will be given. Assignments can be done in groups of two or three and handed in at the beginning of the class on the indicated deadline. Assignments will be marked by a graduate student (TA) and solutions will be posted on the course website following the deadline. The onus will then be on you to check the solutions to ensure that you do the problems correctly and understand the material.

**Exams:** A midterm exam is planned in the middle of this course (**indicate date, time and room here**) and a final examination at the end of the course. Exams (both midterm and final) are open text. *For parts of the course with no prescribed text, a one-page (8.5 x 11") formula sheet written by the student's own handwriting on both sides and signed will be permitted. Lecture notes and solved problems of any kind including examples reviewed in the class, assignments, tutorial problems and exams from previous years are not permitted.* Programmable and handheld calculators are permitted. Laptops and cellular phones (electronic devices in general) are not permitted. A missed midterm exam will be given a grade of "0" unless an adequate reason for the absence is supplied with supporting documentation. A missed midterm with valid reason will be rolled into the Final Exam, such that the final exam will have a weight of 80%.

#### **Additional Information on Examination Policies**

- The use of electronic communication devices during the exams is prohibited, both inside and outside the examination rooms. Access to the internet during these times may be monitored.
- Alternate times to write midterm examinations will not be considered except in the case of illness or a conflict with other university related activities.
- Alternate times to write final examinations cannot be accommodated. If a student misses a final exam, application must be made to the Engineering Student Centre to write a deferred exam.
- Students planning on registering with the office for Access and Equity Services for Students (AES) must do so in accordance with AES procedures and deadlines.

### Evaluation and mark distribution

Component	Percent
Assignments	20
Midterm exam	30
Final exam	50

The mark distribution is only approximate. Final grades will be assigned at the discretion of the instructor subject to the University Council and College Regulations on Examinations.

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#### Important Dates: (to be updated)

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x January	First day of classes
<b>xx February</b>	<b>Mid-term Examination</b>
xx-xx March	Midterm Break
x April	Last day of classes
xx-xx April	Final Examinations Period

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#### Policies on Academic Dishonesty, Academic Appeals and Course Delivery

Engineering students are expected to undertake all aspects of their academic work in an ethical manner. Students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow all rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university's policies on academic integrity and academic misconduct. If any form of academic misconduct is discovered, appropriate disciplinary action will be taken.

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- Student Wellness Centre (3rd & 4th Floors, Place Riel): <https://students.usask.ca/health/>
- Financial Services: <https://students.usask.ca/money/>
- Access and Equity Services for Students (AES – Rm. E1, Administrative Building): [aes@usask.ca](mailto:aes@usask.ca)

**Objectives and Learning Outcomes:** Upon completion of the course students will be able to:

1. Describe the unit operations related to downstream processing in food and bioproduct industries.
2. Design the capacity/size of the downstream processing equipment.
3. Conduct engineering analysis on the process conditions involved in membrane processes, filtration, densification, refrigeration, grinding, extrusion, etc.

### Attribute Mapping:

Learning Outcome	Level of Performance <sup>‡</sup>											
	Attribute <sup>†</sup>											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	D											
2				A								
3		A										

<sup>†</sup>Attributes:

- A1** A knowledge base for engineering  
**A2** Problem analysis  
**A3** Investigation  
**A4** Design  
**A5** Use of engineering tools  
**A6** Individual and team work  
**A7** Communication skills  
**A8** Professionalism  
**A9** Impact of engineering on society and the environment  
**A10** Ethics and equity  
**A11** Economics and project management  
**A12** Life-long learning

<sup>‡</sup>Instructional Level:

**Introduced (I)** – Students learn the working vocabulary of the area of content, along with some of the major underlying concepts.

**Developed (D)** – Students use their working vocabulary and major fundamental concepts to probe more deeply, to read the literature, and to deepen their exploration of the concepts. They may begin to practice, extend, or refine knowledge in familiar contexts.

**Applied (A)** – Students approach mastery in the area of content. They explore deeply into the discipline and experience the controversies, debate, and uncertainties that characterize the leading edges of any field. They practice, extend, or refine knowledge in unfamiliar contexts.

**Accreditation Unit (AU) Mapping:** (% of total class AU)

<b>Math</b>	<b>Natural Science</b>	<b>Complementary Studies</b>	<b>Engineering Science</b>	<b>Engineering Design</b>
	25%		50%	25%

**Accreditation Data Collection and Privacy:**

Undergraduate programs in the College of Engineering are accredited by the Canadian Engineering Accreditation Board. Student performance data may be collected in this course to support accreditation and continuous program improvement processes. Anonymous samples of student work may also be collected for accreditation purposes. All data provided to the accreditation body or external entities is anonymized and reported in aggregate form to protect your information and identity. If you have any concerns about how your personal information is used or maintained, please contact the Associate Dean Academic, College of Engineering.



UNIVERSITY OF  
SASKATCHEWAN

## New Course Proposal & Creation Form

### 1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: Engineering
- 1.2 Department with academic authority: Chemical and Biological Engineering
- 1.3 Term from which the course is effective: Winter 2025

### 2. Information required for the Catalogue

- 2.1 Label & Number of course: ChE468.3/868.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Downstream Bioprocessing  
Course Short Title (maximum 30 characters): Downstream Bioprocessing
- 2.4 Total Hours: 36 Lecture Seminar Lab Tutorial Other
- 2.5 Weekly Hours: 3 Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: CHE 210 OR ME 215 OR CE 225 –prerequisite/corequisite OR permission from 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): This course covers two parts. The first part will cover coagulation, flocculation, sedimentation, precipitation and filtration, membrane processes, electrophoresis and electrodialysis and chromatography of biomaterials and bioproducts. The second part will cover dehydration and systems, particle size reduction techniques of solid biomaterials, densification and extrusion of ground biomaterials, refrigeration and freezing and systems for biomaterials and bioproducts.

- 2.9 Do you allow this course to be repeated for credit? No

- 3. **Please list rationale for introducing this course:** This is one of the new courses proposed for the new Bioprocessing Engineering option in the Chemical Engineering undergraduate program in the Department of Chemical and Biological Engineering. This course is required for Bioprocessing option students to understand, conduct engineering analysis and design important unit operations required for downstream processing and purification of bioproducts including coagulation, flocculation, sedimentation, filtration, precipitation, crystallization, membrane separation processes, drying/dehydration, particle size reduction, densification/extrusion, packaging and



storage. This course may be taken by graduate students with additional components such as term project and presentation.

4. **Please list the learning objectives for this course:**

1. To describe the unit operations related to downstream processing in food and bioproduct industries.
2. To design the capacity/size of the downstream processing equipment.
3. To conduct engineering analysis on the process conditions involved in membrane processes, filtration, densification, refrigeration, grinding, extrusion, etc.

5. **Impact of this course**

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

If so, were these departments consulted? (Include correspondence) Yes, Department of Food and Bioproduct Sciences

Were any other departments asked to review or comment on the proposal? Yes, Department of Food and Bioproduct Sciences

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? None

6.3 Is this course to be required by your majors, or by majors in another program? Yes

7. **Course outline**

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

Please see attached.

8. **Enrolment**

8.1 Expected enrollment: 30-50

8.2 From which colleges? Engineering, Agriculture and Bioresources

9. **Student evaluation**

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

Component	Percent
Assignments	20
Mid-term exam	30
Final exam	50

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

**N – Numeric/Percentage**

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination? No

**10. Required text**

Include a bibliography for the course.

**Textbook:**

1. Singh, R.P. and D. R. Heldman. 2014. Introduction to Food Engineering, 5th ed. Waltham, MA: Academic Press.
2. Shuler, M.L. and Kargi, F. 2017. Bioprocess Engineering, Basic Concepts. 3rd ed. . Upper Saddle River, NJ: Prentice-Hall Inc.

Course notes will be uploaded or made available on the course website.

**Supplementary references:**

1. Harrison R.G., P. Todd, S.R. Rudge and D.P. Petrides. 2015. Bioseparations Science and Engineering. 2<sup>nd</sup> edition. New York, NY: Oxford University Press.
2. Sitkei, G. 2016. Mechanics of Agricultural Materials. New York, NY: Elsevier.

**11. Resources**

11.1 Proposed instructor: TBA

11.2 How does the department plan to handle the additional teaching or administrative workload? This course will be part of the new Bioprocess Engineering that will replace the existing Biochemical Engineering option. Teaching faculty's assignment of duties will be adjusted to address this change.

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, 3 CU Category 7

12.2 Does this course require non-standard fees, such as materials or excursion fees? No

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>

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course: LEC, lecture

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio

IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
✓LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

## 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

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No, as long as pre- or co-requisite requirement is met.
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program  
This course is open to the Chemical Engineering UG students who meet the prerequisites and/or approved the Instructor and Department Head. Graduate students upon recommendation by their supervisor and/or advisory committee could take this course.
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from 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  
CHE 210, ME 215 or CE 225 –prerequisite/corequisite or permission from Department
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course, None
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. As this course is a tailored course for our bioprocessing option, the undergraduate program advisor have to consult the Instructor and the Department Head to make a decision.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: Not applicable

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: Not applicable

**\*Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

REGULAR PROGRAM WITH BIOCHEMICAL OPTION (144)		
First Year (41-44 Credit Units)		
All Engineering Program have a common First year		
Second Year (30 Credit Units)		
Term 1		
CHE	220.3	Introduction to Process Engineering
CHEM	242.3	Thermodynamics and Kinetics
CHEM	250.3	Introduction to Organic Chemistry
GE	213.3	Mechanics of Materials
MATH	223.3	Calculus III for Engineers
Term 2		
CHE	210.3	Fluid Mechanics I
CHE	223.3	Chemical Thermodynamics
CHEM	221.3	Analytical Chemistry I
MATH	224.3	Calculus IV for Engineers
Group A Elective - 3 credit units		
Third Year (32-35 Credit Units)		
Term 1		
CHE	323.3	Chemical Engineering Thermodynamics
CHE	325.3	Process Engineering and Design I
CHE	470	Industrial Site Visitation
CHEM	231.3	Inorganic Chemistry I
GE	210.3	Probability and Statistics
Term 2		
CHE	315.3	Equilibrium Stage Operations
CHE	322.3	Mathematical Modelling
CHE	324.3	Heat Transfer
CHE	326.3	Plant Design Project
CHE	333.2	Chemical Engineering Laboratory I
Term 1 & Term 2 Elective		
Complementary Studies Elective (Over year 3 or year 4)		
GE	348.3	Engineering Economics
RCM	200.3	Effective Professional Communication
Fourth Year (35-38 Credit Units)		
Term 1		
CHE	411.3	Chemical Reaction Engineering
CHE	414.2	Chemical Engineering Laboratory II
CHE	421.3	Mass Transfer
CHE	423.3	Process Dynamics and Control
Term 2		
CHE	424.2	Chemical Engineering Laboratory III
GE	449.3	Engineering in Society
Group B elective - 3 credits		
Term 1 & Term 2 Elective		
3 credit units senior humanities or social science elective		
6 credit units Group B Elective (over year 3 or year 4)		
CHE	431.1	Seminar
CHE 495.6 Process Engineering and Design II		
Group A Electives		
BIOC 300.3		
BMIS 310.3 Proteins and Enzymes		
BMSC 200.3 Biomolecules (formerly BIOC 200.3)		
BMSC 240.3 Laboratory Techniques		
CHE 364.3 Petrochemical Engineering		
CHEM 255.3 Bio Organic Chemistry		
CHEM 322.3 Analytical Chemistry II		
CHEM 344.3 Introductory Chemical Quantum Mechanics		
CHEM 375.3 Environmental Chemistry		
CHEM 377.3 Industrial Chemistry		
CMPT 145.3 Principles of Computer Science		
CMPT 215.3 Introduction to Computer Organization and Architecture		
FABS 212.3 Agrifood and Resources Microbiology		
ME 214.3 Introduction to Materials and Manufacturing		
ME 324.3 Engineering Materials		
Group B Electives		
CHE 320.3		
CHE 369.3 Fundamentals of Mineral Processing and Hydrometallurgy		
CHE 453.3 Corrosion Engineering		
CHE 454.3 Design of Industrial Waste Treatment Systems		
CHE 460.3 Oil and Natural Gas Upgrading		
CHE 461.3 Introduction to Biochemical Engineering		
CHE 464.3 Petroleum Production Engineering		
CHE 469.3 Industrial Mineral Processing		
GEOE 377.3 Fundamentals of Mining and Mineral Processing		
GEOE 466.3 Petroleum Geomechanics		
ME 478.3 Introduction to Fire Protection Engineering		

REGULAR PROGRAM WITH BIOPROCESSING OPTION (149)		
First Year (41-44 Credit Units)		
All Engineering Program have a common First year		
Second Year (30 Credit Units)		
Term 1		
CHE	220.3	Introduction to Process Engineering
CHEM	242.3	Thermodynamics and Kinetics
CHEM	250.3	Introduction to Organic Chemistry
GE	213.3	Mechanics of Materials
MATH	223.3	Calculus III for Engineers
Term 2		
CHE	210.3	Fluid Mechanics I
CHE	223.3	Chemical Thermodynamics
CHEM	221.3	Analytical Chemistry I
MATH	224.3	Calculus IV for Engineers
1 Required Bioprocessing Elective (Group A Elective) - 3 credit units		
Third Year (38-41 Credit Units)		
Term 1		
CHE	323.3	Chemical Engineering Thermodynamics
CHE	325.3	Process Engineering and Design I
CHE	470	Industrial Site Visitation
CHEM	231.3	Inorganic Chemistry I
GE	210.3	Probability and Statistics
Term 2		
CHE	315.3	Equilibrium Stage Operations
CHE	322.3	Mathematical Modelling
CHE	324.3	Heat Transfer
CHE	326.3	Plant Design Project
CHE	333.2	Chemical Engineering Laboratory I
Term 1 & Term 2 Elective		
Complementary Studies Elective (Over year 3 or year 4)		
GE	348.3	Engineering Economics
RCM	200.3	Effective Professional Communication
2 Required Bioprocessing Electives (Group B Elective) - 6 credit units		
Fourth Year (34-37 Credit Units)		
Term 1		
CHE	411.3	Chemical Reaction Engineering
CHE	414.2	Chemical Engineering Laboratory II
CHE	421.3	Mass Transfer
CHE	423.3	Process Dynamics and Control
Term 2		
CHE	424.2	Chemical Engineering Laboratory III
GE	449.3	Engineering in Society
Term 1 & Term 2 Elective		
3 credit units senior humanities or social science elective		
3 Required Bioprocessing Electives (Group B Elective) - 9 credit units		
CHE	495.6	Process Engineering and Desing II
Group A Electives		
BIOC 300.3		
CHE 260.3 Introduction to Biomaterials		
CHE 364.3 Petrochemical Engineering		
CHEM 255.3 Bio Organic Chemistry		
CHEM 322.3 Analytical Chemistry II		
CHEM 344.3 Introductory Chemical Quantum Mechanics		
CHEM 375.3 Environmental Chemistry		
CHEM 377.3 Industrial Chemistry		
CMPT 145.3 Principles of Computer Science		
CMPT 215.3 Introduction to Computer Organization and Architecture		
ME 214.3 Introduction to Materials and Manufacturing		
ME 324.3 Engineering Materials		
Group B Electives		
CHE 320.3		
CHE 369.3 Fundamentals of Mineral Processing and Hydrometallurgy		
CHE 453.3 Corrosion Engineering		
CHE 454.3 Design of Industrial Waste Treatment Systems		
CHE 460.3 Oil and Natural Gas Upgrading		
CHE 462.3 Biomaterial Processing		
CHE 464.3 Petroleum Production Engineering		
CHE 469.3 Industrial Mineral Processing		
GEOE 377.3 Fundamentals of Mining and Mineral Processing		
GEOE 466.3 Petroleum Geomechanics		
ME 478.3 Introduction to Fire Protection Engineering		
CHE 463.3 Bioprocess Industries and Bioproducts		
CHE 468.3 Downstream Processing		
CHE 461.3 Biochemical Engineering		

REGULAR PROGRAM (137)		
First Year (41-44 Credit Units)		
All Engineering Program have a common First year		
Second Year (27 Credit Units)		
Term 1		
CHE	220.3	Introduction to Process Engineering
CHEM	242.3	Thermodynamics and Kinetics
CHEM	250.3	Introduction to Organic Chemistry
GE	213.3	Mechanics of Materials
MATH	223.3	Calculus III for Engineers
Term 2		
CHE	210.3	Fluid Mechanics I
CHE	223.3	Chemical Thermodynamics
CHEM	221.3	Analytical Chemistry I
MATH	224.3	Calculus IV for Engineers
Third Year (32-35 Credit Units)		
Term 1		
CHE	323.3	Chemical Engineering Thermodynamics
CHE	325.3	Process Engineering and Design I
CHE	470	Industrial Site Visitation
CHEM	231.3	Inorganic Chemistry I
GE	210.3	Probability and Statistics
Term 2		
CHE	315.3	Equilibrium Stage Operations
CHE	322.3	Mathematical Modelling
CHE	324.3	Heat Transfer
CHE	326.3	Plant Design Project
CHE	333.2	Chemical Engineering Laboratory I
Term 1 & Term 2 Elective		
Complementary Studies Elective (Over year 3 or year 4)		
GE	348.3	Engineering Economics
RCM	200.3	Effective Professional Communication
Fourth Year (31-34 Credit Units)		
Term 1		
CHE	411.3	Chemical Reaction Engineering
CHE	414.2	Chemical Engineering Laboratory II
CHE	421.3	Mass Transfer
CHE	423.3	Process Dynamics and Control
Term 2		
CHE	424.2	Chemical Engineering Laboratory III
GE	449.3	Engineering in Society
Group B elective - 3 credits		
Term 1 & Term 2 Elective		
3 credit units senior humanities or social science elective		
3 credit units Group B Elective (over year 3 or year 4)		
CHE 495.6 Process Engineering and Design II		
Group A Electives		
BIOC 300.3		
BMIS 310.3 Proteins and Enzymes		
BMSC 200.3 Biomolecules (formerly BIOC 200.3)		
BMSC 240.3 Laboratory Techniques		
CHE 364.3 Petrochemical Engineering		
CHEM 255.3 Bio Organic Chemistry		
CHEM 322.3 Analytical Chemistry II		
CHEM 344.3 Introductory Chemical Quantum Mechanics		
CHEM 375.3 Environmental Chemistry		
CHEM 377.3 Industrial Chemistry		
CMPT 145.3 Principles of Computer Science		
CMPT 215.3 Introduction to Computer Organization and Architecture		
FABS 212.3 Agrifood and Resources Microbiology		
ME 214.3 Introduction to Materials and Manufacturing		
ME 324.3 Engineering Materials		
Group B Electives		
CHE 320.3		
CHE 369.3 Fundamentals of Mineral Processing and Hydrometallurgy		
CHE 453.3 Corrosion Engineering		
CHE 454.3 Design of Industrial Waste Treatment Systems		
CHE 460.3 Oil and Natural Gas Upgrading		
CHE 461.3 Introduction to Biochemical Engineering		
CHE 464.3 Petroleum Production Engineering		
CHE 469.3 Industrial Mineral Processing		
GEOE 377.3 Fundamentals of Mining and Mineral Processing		
GEOE 466.3 Petroleum Geomechanics		
ME 478.3 Introduction to Fire Protection Engineering		



## 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.

**Instructions:**

- 1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
- 1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
2. Areas shaded in **grey** denote required inputs. All other cells are auto-calculated.
3. 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:**

**Bioprocessing Option in Chemical Engineering**

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>Revenue</b>						
Tuition revenue:						
Total # of domestic students (headcount)	40	47	54	61	68	Increase in Enrollment of 7 student/year
Domestic tuition rate	\$4,552.20	\$4,734.29	\$4,923.66	\$5,120.61	\$5,325.43	
Total tuition revenue - domestic	\$182,088.00	\$222,511.54	\$265,877.61	\$312,356.96	\$362,129.25	Based on 758.70/course (3 cu) (2020-21) Avg increase in tuition by 4%
Total # of international students (headcount)						
International tuition rate						
Total tuition revenue - international	\$-	\$-	\$-	\$-	\$-	
Student fees*						
Excursion						
Lab						
Other (list in Comments)						
Total student fees	\$-	\$-	\$-	\$-	\$-	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
<b>Total Revenue</b>	<b>\$182,088.00</b>	<b>\$222,511.54</b>	<b>\$265,877.61</b>	<b>\$312,356.96</b>	<b>\$362,129.25</b>	
<b>Expenditures</b>						
Start-up costs	\$-	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty	\$150,000.00	\$153,000.00	\$156,060.00	\$159,181.20	\$162,364.82	2% increase in salary/year
Sessionals or limited term instructional support						
Students						
Staff						
Honoraria						
Total salary and benefits	\$150,000.00	\$153,000.00	\$156,060.00	\$159,181.20	\$162,364.82	
Scholarships and bursaries						

Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
<b>Total Expenditures</b>	<b>\$ 150,000.00</b>	<b>\$ 153,000.00</b>	<b>\$ 156,060.00</b>	<b>\$ 159,181.20</b>	<b>\$ 162,364.82</b>	
<b>Estimated Surplus or Deficit</b>	<b>\$ 32,088.00</b>	<b>\$ 69,511.54</b>	<b>\$ 109,817.61</b>	<b>\$ 153,175.76</b>	<b>\$ 199,764.43</b>	<i>If deficit in any given year, explain how it will be managed</i>

*\*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](mailto:lucy.vuong@usask.ca).



**Planning & Priorities Committee of Council**  
**Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal**

Requirements: Itemize start-up costs 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

Instructions:

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

**Name of Program:**

**Bioprocessing Option in Chemical Engineering**

	Academic Year	
	Year 1	Comments
<b>Start-Up Costs</b>		
Faculty and staff recruitment		
Marketing and promotion		
Curriculum development		
Facilities refurbishment		
Equipment and IT		
Library enhancements		
Other ( <i>list in Comments</i> )		
<b>Total Start-Up Costs</b>	\$ -	

Notes: Currently, the Department has 7 to 8 faculty members (and a few adjunct professors) in bioprocessing/biochemical research areas who can contribute to teaching the five bioprocessing option courses. The current undergraduate teaching laboratory, pilot plants, and research laboratories can also be used for hands-on laboratory portions of the courses. The Department of Chemical and Biological Engineering does not project any substantial changes in budget allocations as a result of implementing the Bioprocessing option in the short term. This assessment is based on the premise that no new faculty member will be required for teaching bioprocessing option considering the current departmental teaching capacity and no additional laboratory sessions for this option are required. In the long-term, when the option has evolved, the Department of Chemical and Biological Engineering needs an additional faculty member to lower the teaching load of other faculty in the department.

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](mailto:lucy.vuong@usask.ca).



Committee of Council.



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

Requirements: Provide detailed information to support the financial information noted in the worksheets.  
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities

Name of Program:

Bioprocessing Option in Chemical Engineering

**Enrolment:** What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

Students enrolled in Chemical Engineering program at the College of Engineering.

**Faculty and staff:** List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program.

**This should include new and existing faculty and staff resources.**

Year 1:

Year 2:

Year 3:

Year 4:

Year 5:

**Indirect costs:** Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

--

**Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.**

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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](mailto:lucy.vuong@usask.ca).



## FACULTY COUNCIL

## AGENDA

November 17, 2021

1:00-2:30pm

Virtual meeting (Webex)

**CHAIR:** V. Meda

**PRESENT:** A. Abdelrasoul, B. Acharya, S. Alam, O. Baik, E. Bedeer Mohamed, D. Beneteau, B. Berscheid, L. Bradford, J. Bugg, T. Cao, W. Chang, N. Chowdhury, A. Dalai, A. Elshorbagy, T. Fonstad, J. Frey, H. Guo, C. Hawkes, W. Helgason, S. Huang, R. Johanson, R. Karki, G. Kennell, S. Ko, S. Koustov, S. Kresta, X. Liang, K. Mazurek, K. McPhedran, C. Niu, S. Noble, A. Odeshi, J. Peng, H. Power, D. Rolfes, A. Saadat Mehr, E. Sacchi, L. Smith, B. Sparling, L. Tabil, D. Teng, D. Torvi, H. Wang, L. Wegner, R. Welford, T. Wiens, J. Wills, F. Wu, C. Zhang

**GUESTS:** G. Mooney, C. Poon**SECRETARY:** H. Balaberda

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	<b>Approval of Agenda</b> <b>MOTION:</b> To approve the agenda of November 17, 2021 as circulated. Moved: A. Dalai Seconded: O. Baik	<b>CARRIED</b> 1 abstention
2	<b>Approval of Prior Minutes</b> <b>a. MOTION:</b> To approve the minutes of October 5, 2021 as circulated. Moved: T. Fonstad Seconded: L. Bradford <b>b. MOTION:</b> To approve the Approval of Graduands minutes of October 5, 2021 as circulated. Moved: J. Bugg Seconded: C. Hawkes	<b>CARRIED</b> 2 abstentions  <b>CARRIED</b> 2 abstentions
3	<b>Items Arising from Prior Minutes</b> <b>a. June 15, 2021: Faculty Council Chair</b> Council members discussed if Faculty Council should continue to be chaired by an elected faculty member or if the Dean should assume the role of chair. <b>NOTICE OF MOTION:</b> There will be a vote at the next Faculty Council meeting to decide if the Faculty Council Bylaws should be changed in regards to this matter.	

4	<b>Dean's Report</b> The Dean provided an update on the college's core goals and strategic direction, including Accreditation, the building renewal project, and the Dean's review.	
5	<b>Introductions</b> There were no introductions at this meeting.	
6	<b>Safety Moment</b> Council members were reminded to be aware of winter walking safety while on campus.	
7	<b>New Business</b> <p>a. <b>Deletion of Engineering Professional Internship Program (EPIP) – B. Sparling</b>  <i>For decision</i>  <b>MOTION:</b> To delete Engineering Professional Internship Program effective 202205.  Moved: B. Sparling  Seconded: T. Fonstad  <b>MOTION:</b> To delete four existing courses (EPIP 401.0, EPIP 402.0, EPIP 403.0, EPIP 404.0), effective 202205.  Moved: B. Sparling  Seconded: T. Fonstad</p> <p>b. <b>Certificate in Professional Communication Restructuring – D. Rolfes</b>  <i>For decision</i>  A Short Certificate requiring three designated courses in place of the current six will make it easier for students to complete a given programme prior to graduation. At the same time, students and professionals seeking to add a credential after graduation will find a three-course programme more convenient to coordinate with other professional and academic endeavours. Thematically focused Short Certificates bring obvious benefits to the marketability of the programme. Students can choose a credential or credentials which reflect their interests and aspirations, and the nature of the expertise gained will be more apparent to potential employers than is the case with a more general Certificate.  <b>MOTION:</b> To delete the Certificate in Professional Communication effective 202205.  Moved: D. Rolfes  Seconded: L. Bradford  <b>MOTION:</b> To create the Certificate in Professional Communication-Persuasive Communication, effective 202205.  Moved: D. Rolfes  Seconded: B. Sparling  <b>MOTION:</b> To create the Certificate in Professional Communication-Leadership and Negotiation, effective 202205.  Moved: D. Rolfes  Seconded: T. Fonstad</p>	<p><b>CARRIED</b></p> <p><b>CARRIED</b></p> <p><b>CARRIED</b></p> <p><b>CARRIED</b></p> <p><b>CARRIED</b></p>

<p><b>MOTION:</b> To create the Certificate in Professional Communication-Technical and Professional Writing, effective 202205.  Moved: D. Rolfes  Seconded: J. Wills</p> <p><b>MOTION:</b> To approve the following admission requirements for the three new certificates:  1) completed RCM 200.3 or 300.3, or otherwise demonstrate proficiency in English, and  2) complete at least 60 credit units of post-secondary studies.  Prospective students will be competitively ranked based upon average calculated on the most recent 18 credit units of completed coursework.  Moved: D. Rolfes  Seconded: L. Bradford</p>	<p><b>CARRIED</b></p> <p><b>CARRIED</b></p>
<p><b>c. Bioprocessing Option in Chemical Engineering – O. Baik</b>  <i>For decision</i>  With predictions that the bioeconomy will continue to grow, the Bioprocessing Option was proposed and developed with a course list and sequence including one existing, one modified, and four new courses. The option will be unique for the College of Engineering, complement existing programming, and fit well with the University of Saskatchewan goals and areas of the desired pre-eminence. In addition, the four new courses of the option add more choices to the Group A Elective and Group B Elective lists. No new students will be admitted into the Biochemical Option after 202205. Students who are currently enrolled in Biochemical Option will be able to complete the option or switch to Bioprocessing Option.</p> <p><b>MOTION:</b> To replace Biochemical Option with newly created Bioprocessing Option starting in the 2022-2023 academic year. The six courses (18 CUs) required for a student to receive the Bioprocessing Option are: newly created CHE 260.3, CHE 454.3, CHE 461.3, newly created CHE 462.3, newly created CHE 463.3 and newly created CHE 468.3.  Moved: O. Baik  Seconded: L. Tabil</p> <p><b>d. Changes to the Mining Option in Mechanical Engineering – J. Bugg</b>  <i>For information</i>  As a result of the first-year program redesign, ME students in the mining option can no longer take Earth Processes (GEOL 121.3) in the first year. GEOL 121 is a required course in the option and is a prerequisite for some of the required upper-year courses in the mining option. There is, therefore, a need to introduce GEOL 121.3 to the 2nd year stream of courses for ME students in the mining option. The third-year pool of science electives in the mining option is being removed and those courses combined in a single science/technical elective pool. The list of required internship courses also needs to be updated since the Engineering Co-op Internship Program (ECIP) has</p>	<p><b>CARRIED</b>  1 abstention</p>

	<p>replaced the Engineering Professional Internship Program (EPIP), and now includes required 1 CU course (ECIP 200.1) that has to be taken prior to any work placement.</p> <p><b>MOTION:</b> To approve the changes to the Mining Option as described in the attachment.</p> <p>Moved: J. Bugg</p> <p>Seconded: A. Odeshi</p> <p><b>e. Changes to the Technological Innovation Certificate – T. Cao</b>  <i>For information</i>          Edwards School of Business has deleted course COMM 346 and will not offer it anymore. Edwards considers COMM 341 as an equivalent course, which will be added to the list of electives in TIC. This change will also result in deleting COMM 346.3 from the list of required courses for the certificate, and decrease of the number of total required credit units from 29 to 26.</p> <p><b>f. Changes to the Upper-Years (2,3 and 4) in all programs leading to BE degree – B. Sparling</b>  <i>For information</i>          A number of curricular changes had to be made in the upper-years in all programs due to the new first year. Several courses have been deleted, 3 new courses have been created, number of courses will be offered in different terms or different years in programs, and multitude of courses have new prerequisites. All of these changes have been approved by the Undergraduate Academic Program Committee and will take effect in the new Catalogue for 2022-23 (202205). The document detailing all of these minor changes in all programs is quite extensive; please see <a href="#">J:\Committees\Faculty Council\2021-22\2021 11 17\Supporting docs</a> for all documentation.          This link is accessible to Engineering faculty and staff, please contact the secretary for the package if you do not have access.</p>	<b>CARRIED</b>
<b>8</b>	<b>CoE Faculty Council Committee Updates</b> The Associate Dean Academic thanked members of EPIC and the curriculum committees for their work on Accreditation.	
<b>9</b>	<b>CoE Student Society Updates</b> No updates were provided at this meeting.	
<b>10</b>	<b>Question/Comment Period</b> <ul style="list-style-type: none"> <li>Faculty Council members are encouraged to suggest topics that they would like to learn more about at future meetings</li> </ul>	
<b>11</b>	<b>Next Meeting</b> TBD	
<b>12</b>	<b>Meeting Adjourned</b>	

**Consultation with the Registrar Form**

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

3 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?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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 ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐  
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐  
☐

Joint Degree

Dual Degree

☐  
☐

Professional Internship Program

☐  
☐

Faculty-Led Course Abroad

Term Abroad Program

☐  
☐

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☒ No ☐ Revised ☐

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

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

Concentration

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

Bioprocessing [BIPR - suggested Banner code]

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.

CHBI [Chemical and Biological Engin] - currently exists (the Chemical Engineering CHE major is attached to this department)

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 in Engineering [BE Bachelor of Sc Engineering] and Chemical Engineering [CHE] Major

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

--

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

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

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

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

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

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

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

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

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

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

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

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

**Section 7: Course Information - AS PER CURRENT SET-UP**

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.  
Attached completed "Course Creation Forms" to this document would be helpful.

**Section 8: Admissions, Recruitment, and Quota Information - 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?

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?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

11 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.)

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

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

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

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

16 Will the standard application fee apply?

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

18 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?

- 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 - 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?

Yes ☐ No ☐

If YES, what priority group should they be in?

**Section 13: Academic History Information - AS PER CURRENT SET-UP**

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

**Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP**

1 Should classes count towards T2202s?

Yes ☐ No ☐

**Section 15: Awards Information - AS PER CURRENT SET-UP**

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

Yes ☐ No ☐

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

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP**

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

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

\* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**Archived:** Monday, November 29, 2021 12:34:48 PM

**From:** [Warrington, Seanine](#)

**Sent:** Thu, 25 Nov 2021 16:35:25

**To:** [Beck, Jennifer Isinger, Russ Bruce Sparling \(AD Academic, Engineering\)](#)

**Cc:** [Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda](#)

**Subject:** RE: Consultation with the Registrar Forms - College of Engineering

**Importance:** Normal

**Sensitivity:** None

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OK, thank you, Jennifer.

Amanda, I think you can consider this string and the final CWR forms themselves to satisfy the CWR part of the proposal packages. From what I can see, there would be no need for RS to review any of this, even after the financial feasibility study is complete.

I'm going to consider the CWR completed and file it as such in my program files. I will wait to hear from Jason and Russ when these are on the APC agenda.

Seanine

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**From:** Beck, Jennifer <jennifer.beck@usask.ca>

**Sent:** Wednesday, November 24, 2021 8:43 PM

**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>

**Cc:** Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>

**Subject:** RE: Consultation with the Registrar Forms - College of Engineering

Hi Seanine,

There would be no tuition approval required for these since they are using standard rates however, we will still need completion of the financial feasibility form for the following:

- 3 New Degree-Level Certificates in Professional Communication, specifically in Leadership & Negotiation; Persuasive Communication; and Technical & Professional Writing
- New Bioprocessing concentration attached to the B.E. in Chemical Engineering program (and the associated termination of the Biochemical Engineering concentration)

The intent of this template is to provide an opportunity to review any potential impacts of a new or revised programming on a college's resources. It is important that we ensure that programming provides a benefit to the college and if potential resource implications or needs are identified, that these are discussed as soon as possible in the process.

Bruce & Aleksandra –please don't hesitate to reach out to me if you have any questions about completing this template.

Cheers,  
-Jennifer

---

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Wednesday, November 24, 2021 12:19 PM

**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)>  
**Cc:** Pajic, Aleksandra <[aleksandra.pajic@usask.ca](mailto:aleksandra.pajic@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** Consultation with the Registrar Forms - College of Engineering

Dear Russ and Bruce,

Please see the completed Consultation with the Registrar Forms to propose the following new programs and revisions for implementation in 2022-23:

- Termination of the Engineering Professional Internship Program
- Termination of the Certificate in Professional Communication
- 3 New Degree-Level Certificates in Professional Communication, specifically in Leadership & Negotiation; Persuasive Communication; and Technical & Professional Writing
- New Bioprocessing concentration attached to the B.E. in Chemical Engineering program (and the associated termination of the Biochemical Engineering concentration)
- B.E. Years 2, 3, and 4 curricular revisions

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.

Jennifer, all of these proposals involve standard College of Engineering tuition and standard per credit unit assessment. Can you let us know if there are any IPA approvals needed, either before or after APC reviews these? I suspect no, but just wanted to confirm here for our records!

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.



**Archived:** Monday, November 29, 2021 11:59:00 AM

**From:** [Warrington, Seanine](#)

**Sent:** Wednesday, November 24, 2021 3:46:49 PM

**To:** [Isinger, Russ](#) [Bruce Sparling \(AD Academic, Engineering\)](#)

**Cc:** [Pajic, Aleksandra](#) [Doell, Jason](#) [Zagiel, Eileen](#) [Beck, Jennifer](#) [Storey, Amanda](#)

**Subject:** RE: Consultation with the Registrar Forms - College of Engineering

**Importance:** Normal

**Sensitivity:** None

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Thank you, both!

Jen, we will await your confirmation,

Seanine

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**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>

**Sent:** Wednesday, November 24, 2021 2:57 PM

**To:** Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)>

**Cc:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; Pajic, Aleksandra <[aleksandra.pajic@usask.ca](mailto:aleksandra.pajic@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>

**Subject:** Re: Consultation with the Registrar Forms - College of Engineering

Approved

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

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - [306-966-6723](tel:306-966-6723)  
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I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Make your mark on a student's life with a gift today at [give.usask.ca/students](https://give.usask.ca/students)

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)> wrote:



Seanine,

Aleksandra and I have reviewed the forms and confirm that the details in the forms are correct.

Best regards,

Bruce

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

Associate Dean Academic

Professor Structures / Materials Group

College of Engineering

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

Email: [enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)



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**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Wednesday, November 24, 2021 12:19 PM

**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)>

**Cc:** Pajic, Aleksandra <[aleksandra.pajic@usask.ca](mailto:aleksandra.pajic@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>

**Subject:** Consultation with the Registrar Forms - College of Engineering

Dear Russ and Bruce,

Please see the completed Consultation with the Registrar Forms to propose the following new programs and revisions for implementation in 2022-23:

- Termination of the Engineering Professional Internship Program
- Termination of the Certificate in Professional Communication
- 3 New Degree-Level Certificates in Professional Communication, specifically in Leadership & Negotiation; Persuasive Communication; and Technical & Professional Writing
- New Bioprocessing concentration attached to the B.E. in Chemical Engineering program (and the associated termination of the Biochemical Engineering concentration)
- B.E. Years 2, 3, and 4 curricular revisions

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.

Jennifer, all of these proposals involve standard College of Engineering tuition and standard per credit unit

assessment. Can you let us know if there are any IPA approvals needed, either before or after APC reviews these? I suspect no, but just wanted to confirm here for our records!

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.



**Program(s) to be deleted: Biochemical (Option in Chemical and Biological Engineering)**

**Effective date of termination: 2022/05**

---

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

The Biochemical option was proposed to be replaced by the new Bioprocess option.

Saskatchewan is one of Canada's leading agri-food exporters with sales of \$16.9 billion in 2020. Agri-food exports account for over 40 percent of Saskatchewan's total exports and continue to be a cornerstone of the province's trade-based economy. Based on the growing importance of the bioeconomy and the cluster of biological expertise already on campus, a bioprocessing option that deals with food and biomaterial processing and biotechnology-based production in the Chemical Engineering program would be needed and would complement existing programs and research & development on campus. The proposed Bioprocessing option in the Chemical Engineering program at U of S covers general chemical engineering plus food and bioprocess engineering to fulfill the needs of Western Canada's agricultural food and bio-based industries and academia.

In order to introduce the new Bioprocessing option, we are proposing to terminate the Biochemical option.

---

### 2. Technical information.

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

BMIS 310.3 Proteins and Enzymes  
BMSC 200.3 Biomolecules  
BMSC 240.3 Laboratory Techniques  
FABS 212.3 Agrifood and Resources Microbiology  
CHE 454.3 Design of Industrial Waste Treatment Systems  
CHE 461.3 Introduction to Biochemical Engineering

CHE 454 and CHE 461 will still be offered in Bioprocessing option.

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

The four courses (BMIS 310, BMSC 200, BMSC 240, FABS 212) are offered outside of the department. We will still offer the remaining two courses (CHE 454, CHE 461), so no changes to the resources from the termination of Biochemical option.

#### 2.3 Courses to be deleted, if any.

No courses are being deleted. Students in Chemical and Biological engineering will not be taking following courses:

BMIS 310.3 Proteins and Enzymes  
BMSC 200.3 Biomolecules  
BMSC 240.3 Laboratory Techniques  
FABS 212.3 Agrifood and Resources Microbiology

2.4 Number of students presently enrolled.  
33

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

	Reporting Year						
Reporting Level	Major	Concentration	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Undergraduate	Chemical Engineering	Biochemical	29	35	33	46	33
		Chemical Engineering Total	29	35	33	46	33

---

### 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 who are currently enrolled in Biochemical Option will be able to complete the option or switch to Bioprocessing option.

3.2 What impact will this termination have on faculty and teaching assignments?  
There will not be any impact on the faculty and teaching assignments.

3.3 Will this termination affect other programs, departments or colleges?  
The termination will not affect other programs, departments, or colleges.

3.4 If courses are also to be deleted, will these deletions affect any other programs?  
No. The termination will not affect any other program.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?  
It is not likely that another department or college will develop a program to replace this one. The Bioprocessing option in the Department of Chemical and Biological Engineering is replacing the Biochemical option.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?  
No. The four courses in the current Biochemical option are offered by another department. The two courses from Biochemical option will be offered in Bioprocessing option.

3.7 Describe any impact on research projects.  
There will be no effect on the research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?  
This will not affect resource areas.

3.9 Describe the budgetary implications of this deletion.

The Biochemical option will be replaced by the Bioprocessing option for which higher enrollment is anticipated. The termination of Biochemical option will not have any budgetary implications.

### External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).  
The termination of Biochemical option and replacement with Bioprocessing option will improve the reputation of the program as it aligns with growing interest in bioprocessing in the province.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?  
Some institutions are already offering the biochemical option.

### Other

- 3.12 Are there any other relevant impacts or considerations?  
There are no impacts.
- 3.13 Please provide any statements or opinions received about this termination.  
Based on the consultations with the industry, they supported our new bBoprocessing option which replaced the Biochemical option.
- 

### **(Optional)**

**4. Additional information.** *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

**Consultation with the Registrar Form**

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

3 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?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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 ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐  
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐  
☐

Joint Degree

Dual Degree

☐  
☐

Professional Internship Program

☐  
☐

Faculty-Led Course Abroad

Term Abroad Program

☐  
☐

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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



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

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

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

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

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

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

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

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

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

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

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

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

**Section 7: Course Information - 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?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

11 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.)

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

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

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

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

16 Will the standard application fee apply?

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

18 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 - 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 - NOT APPLICABLE**

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

Yes ☐ No ☐

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

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE**

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

**Section 17: Program Termination**

1 Is this a program termination?

Yes ☒ No ☐

If yes, what is the name of the program?

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 ☐

A search in Degree Works for active students in the Chemical Engineering major and the Biochemical concentration returns 25 students

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☒

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

Yes ☐ No ☐

**Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE**

1 How will tuition be assessed?

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

\* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**Archived:** Monday, November 29, 2021 12:34:48 PM

**From:** [Warrington, Seanine](#)

**Sent:** Thu, 25 Nov 2021 16:35:25

**To:** [Beck, Jennifer Isinger, Russ Bruce Sparling \(AD Academic, Engineering\)](#)

**Cc:** [Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda](#)

**Subject:** RE: Consultation with the Registrar Forms - College of Engineering

**Importance:** Normal

**Sensitivity:** None

---

OK, thank you, Jennifer.

Amanda, I think you can consider this string and the final CWR forms themselves to satisfy the CWR part of the proposal packages. From what I can see, there would be no need for RS to review any of this, even after the financial feasibility study is complete.

I'm going to consider the CWR completed and file it as such in my program files. I will wait to hear from Jason and Russ when these are on the APC agenda.

Seanine

---

**From:** Beck, Jennifer <jennifer.beck@usask.ca>

**Sent:** Wednesday, November 24, 2021 8:43 PM

**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>

**Cc:** Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>

**Subject:** RE: Consultation with the Registrar Forms - College of Engineering

Hi Seanine,

There would be no tuition approval required for these since they are using standard rates however, we will still need completion of the financial feasibility form for the following:

- 3 New Degree-Level Certificates in Professional Communication, specifically in Leadership & Negotiation; Persuasive Communication; and Technical & Professional Writing
- New Bioprocessing concentration attached to the B.E. in Chemical Engineering program (and the associated termination of the Biochemical Engineering concentration)

The intent of this template is to provide an opportunity to review any potential impacts of a new or revised programming on a college's resources. It is important that we ensure that programming provides a benefit to the college and if potential resource implications or needs are identified, that these are discussed as soon as possible in the process.

Bruce & Aleksandra –please don't hesitate to reach out to me if you have any questions about completing this template.

Cheers,  
-Jennifer

---

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Wednesday, November 24, 2021 12:19 PM

**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)>  
**Cc:** Pajic, Aleksandra <[aleksandra.pajic@usask.ca](mailto:aleksandra.pajic@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** Consultation with the Registrar Forms - College of Engineering

Dear Russ and Bruce,

Please see the completed Consultation with the Registrar Forms to propose the following new programs and revisions for implementation in 2022-23:

- Termination of the Engineering Professional Internship Program
- Termination of the Certificate in Professional Communication
- 3 New Degree-Level Certificates in Professional Communication, specifically in Leadership & Negotiation; Persuasive Communication; and Technical & Professional Writing
- New Bioprocessing concentration attached to the B.E. in Chemical Engineering program (and the associated termination of the Biochemical Engineering concentration)
- B.E. Years 2, 3, and 4 curricular revisions

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.

Jennifer, all of these proposals involve standard College of Engineering tuition and standard per credit unit assessment. Can you let us know if there are any IPA approvals needed, either before or after APC reviews these? I suspect no, but just wanted to confirm here for our records!

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.

**Archived:** Monday, November 29, 2021 11:59:00 AM

**From:** [Warrington, Seanine](#)

**Sent:** Wednesday, November 24, 2021 3:46:49 PM

**To:** [Isinger, Russ](#) [Bruce Sparling \(AD Academic, Engineering\)](#)

**Cc:** [Pajic, Aleksandra](#) [Doell, Jason](#) [Zagiel, Eileen](#) [Beck, Jennifer](#) [Storey, Amanda](#)

**Subject:** RE: Consultation with the Registrar Forms - College of Engineering

**Importance:** Normal

**Sensitivity:** None

---

Thank you, both!

Jen, we will await your confirmation,

Seanine

---

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>

**Sent:** Wednesday, November 24, 2021 2:57 PM

**To:** Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)>

**Cc:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; Pajic, Aleksandra <[aleksandra.pajic@usask.ca](mailto:aleksandra.pajic@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>

**Subject:** Re: Consultation with the Registrar Forms - College of Engineering

Approved

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

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - [306-966-6723](tel:306-966-6723)  
Cell Phone - [306-280-6178](tel:306-280-6178)  
Fax - [306-966-6730](tel:306-966-6730)

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

Make your mark on a student's life with a gift today at [give.usask.ca/students](https://give.usask.ca/students)

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)> wrote:



Seanine,

Aleksandra and I have reviewed the forms and confirm that the details in the forms are correct.

Best regards,

Bruce

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

Associate Dean Academic

Professor Structures / Materials Group

College of Engineering

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

Email: [enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)



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---

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Wednesday, November 24, 2021 12:19 PM

**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; Bruce Sparling (AD Academic, Engineering) <[enr.academicdean@usask.ca](mailto:enr.academicdean@usask.ca)>

**Cc:** Pajic, Aleksandra <[aleksandra.pajic@usask.ca](mailto:aleksandra.pajic@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>

**Subject:** Consultation with the Registrar Forms - College of Engineering

Dear Russ and Bruce,

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- Termination of the Certificate in Professional Communication
- 3 New Degree-Level Certificates in Professional Communication, specifically in Leadership & Negotiation; Persuasive Communication; and Technical & Professional Writing
- New Bioprocessing concentration attached to the B.E. in Chemical Engineering program (and the associated termination of the Biochemical Engineering concentration)
- B.E. Years 2, 3, and 4 curricular revisions

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.

Jennifer, all of these proposals involve standard College of Engineering tuition and standard per credit unit

assessment. Can you let us know if there are any IPA approvals needed, either before or after APC reviews these? I suspect no, but just wanted to confirm here for our records!

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Seanine

**Seanine Warrington, M.A.**

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**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

---

**PRESENTED BY:** Alison Oates, Chair, Academic Programs Committee

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** Academic Courses Policy Clause 1.2 – Changes to Syllabi

**COUNCIL ACTION:** For Information Only

**SUMMARY:**

At its December 17, 2020 meeting, University Council approved the following addition to Clause 1.2 of the Academic Courses Policy to ensure appropriate flexibility and oversight over changes to course syllabi:

To address the unpredictable nature of delivering academic programming in a pandemic, under certain circumstances, an instructor may deem it necessary to make a change to the syllabus that impacts such things including but not limited to assignments, assessments, and weighting of grades. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School.

*This provision regarding making changes to the syllabus is not permanent and will be reviewed for renewal by the APC at the beginning of each term until any permanent change on the abovementioned topic is finalized and approved.*

As is required, the Academic Programs Committee considered the above provision prior to the start of Fall 2021 term and Winter 2022 term and at its March 30, 2022 meeting, considered it in relation to Spring and Summer 2022.

Work is currently underway to develop more permanent language for the Academic Courses Policy to ensure that there is the ability to change syllabi if needed with appropriate oversight. The Registrar's Office has been working with Associate Deans Academic and the Vice-Provost, Teaching, Learning and Student Engagement on this. Further work is needed to consult with student leaders.

Once consultations are complete, changes to the Academic Courses Policy will be approved through the appropriate governance pathway and it is anticipated that these changes will come to University Council before the end of the 2021-2022 year.

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

---

**PRESENTED BY:** Alison Oates, Chair, Academic Programs Committee

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** Degree-level certificates in the College of Arts and Sciences

- Intermediate Certificate in French Language and Culture
- Advanced Certificate in French Language and Culture
- Certificate in Spanish Language and Culture
- Certificate in Japanese Language and Culture

**COUNCIL ACTION:** For Information Only

**SUMMARY:**

The Academic Programs Committee (APC) has the authority to approve degrees and degree-level programs for colleges that have an approved template. The College of Arts and Science has an approved template for Certificates.

At its March 9, 2022 meeting APC reviewed the proposals submitted by the College of Arts and Science for the following certificates Degree-level certificates:

Intermediate Certificate in French Language and Culture  
Advanced Certificate in French Language and Culture  
Certificate in Spanish Language and Culture  
Certificate in Japanese Language and Culture

These certificate offerings will allow language learners to receive formal recognition for their work in languages where it was not possible to earn a minor, as USask does not offer the subject as a major (Spanish and Japanese) and to gain a greater depth of understanding of the interplay between language and culture. The committee was excited to see so many certificates that will enhance learning opportunities in this area and open up unique programming in the College of Arts and Science to students from across campus as well as from outside the institution.

The committee was supportive of all these programs and passed the following motions:

- *That the Academic Programs Committee approve the intermediate certificate in French Language and Culture, effective September 2022*
- *That the Academic Programs Committee approve the advanced certificate in French Language and Culture, effective September 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Spanish Language and Culture, effective September 2022*

- *That the Academic Programs Committee approve the degree-level certificate in Japanese Language and Culture, effective September 2022*

**ATTACHMENTS:**

1. Proposal for an Intermediate Certificate in French Language and Culture
2. Proposal for an French Language and Culture
3. Proposal for a degree-level Spanish Language and Culture
4. Proposal for a degree-level Japanese Language and Culture



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Degree-level Certificate in Intermediate French Language and Culture

Field(s) of Specialization: Intermediate French Language and Culture

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Stella Spriet

Associate Professor, Department of Languages, Literatures, and Cultural Studies

[stella.spriet@usask.ca](mailto:stella.spriet@usask.ca)

306-966-5648

Marie-Diane Clarke

Professor and Head, Department of Languages, Literatures, and Cultural Studies

[mariediane.clarke@usask.ca](mailto:mariediane.clarke@usask.ca)

306-966-5645

Proposed date of implementation: September 2022

## **Proposal Document**

While the awareness of the importance of French has increased in the province, this has not translated to an increase in the number of majors in our department. We would therefore like to develop a shorter program, open to a much broader public, that can be autonomous: that is to say, focused exclusively on French. There is no question that an official certificate, from our university, would make all the difference to a resume and would thus attract students

Impact on the department: This certificate will not involve any duplication of programs, and will rely only on existing courses that are taught on a regular basis.

Resources: The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate will have no negative impact and has no resource implications.

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Intermediate French Language and Culture.

The College of Arts and Science is continually working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop greater proficiency in French and a better understanding of French culture. The certificate structure allows students to earn a credential that is independent of a degree, increasing accessibility to students in other colleges, alumni, and potential students in the community.

The Academic Programs Committee (BSc) approved the proposal on January 18, 2022, as did the College Faculty Council on February 16, 2022.



## Program Description

### Degree Level Certificate in Intermediate French Language and Culture

Graduates of this program will be able to express themselves in French, understand texts and conversation on different subjects, and develop coherent and well-structured arguments. They will also gain a better understanding of the richness and diversity of francophone culture around the globe (France, Africa, and the Caribbean for example) and greater insight into Canadian culture (Fransaskois and Québécois).

### Major Average

The major average in the Certificate in Intermediate French Language and Culture includes the grades earned in:

- All courses eligible to be used in the program.

### Residency Requirements in the Major

To receive a Certificate in Intermediate French Language and Culture, students must complete at least half of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

### Requirements (15 credit units)

- [FREN 122.3](#) Intermediate French I
- [FREN 125.3](#) Intermediate French II

Choose **9 credit units** from the following:

FREN 212.3 and FREN 218.3 may not be used to fulfill this requirement.

- [FREN — 200-Level](#)

# **NOTICE OF INTENT**

## **Certificate in Intermediate French Language and Culture**

The Department of Language, Literatures and Cultural Studies in the College of Arts and Science proposes to create a certificate of Proficiency in French at the intermediate level. It will require 15 credits units of French courses.

### **Description of this program and motivation for its creation**

Through the courses required for this certificate, students will be able to express themselves in French, understand texts and conversations on a variety of topics as well as develop coherent and well-structured arguments, both orally and in writing. (Based on the criteria in the European framework referenced, the students will have attained level B1: Independent User.)

Students will also gain a better knowledge and understanding of the richness and diversity of francophone culture around the globe (in Quebec, France, Africa, and the Caribbean for example). The courses offered by the department at the 200 level (courses on culture, civilisation, cinema, literature, translation, etc.) will enable them to develop their critical thinking skills, better understand other ways of thinking and reposition themselves in relation to both the global community and their own cultures.

Finally, the courses offered that focus on Fransaskois and Québécois cultures will make it possible for students to gain greater insight into Canadian culture through the reading of French texts (without resorting to the process of translation which can often be distorting).

This certificate will have a particular importance insofar as Canada is a bilingual country and French, like English, is one of the official languages. There is a vibrant Fransaskois culture in Saskatchewan which is integral to the history and heritage of this province. The francophone community includes schools, authors, editors, representatives in healthcare fields, translators, and a theatre company with its actors and directors. There are also several francophone businesses located in Saskatoon (as well as an honorary consul of France).

The francophone community is experiencing growth which is reinforced by several factors: the influence of Quebecois culture, changes of mentality and the increasing openness of Saskatchewan to the rest of the world (which makes proficiency in another language a vital skill), as well as immigration from francophone regions. This observation was formalized in a report prepared by the College of Education which shows an increase in numbers in French language programs in all school boards and educational institutes in the province. Based on this report, the College of Education proposed to establish a program within their unit that is taught entirely in French. A few years ago, the same phenomenon was observed by the University of Regina and a new program was created as part of their "Cité francophone" by combining courses taught in French from a variety of disciplines.

### **The anticipated student demand for the program**

While the awareness of the importance of French has increased in the province, this has not translated to an increase in the number of majors in our department. We would therefore like to develop a shorter program, open to a much broader public, that can be autonomous: that is to say, focused exclusively on French. There is no question that an official certificate, from our university, would make all the difference to a resume and would thus attract students.

We hope to have approximately 15 students the first year and believe we will see an increase in enrolment over time. We believe we can reach a broad audience as our courses would bring in students across all Arts and Sciences departments in addition to students from other colleges.

The following is a partial list of individuals who would potentially be interested in this program:

- Students from the **College of Arts and Sciences** (many of whom study French but do not wish to pursue a major and would certainly be very interested in a French diploma (there are between 1000-1500 students enrolled in the French courses each year).
- **Students in programs that consult major texts written originally in French**, such as philosophy, history, sociology, psychology, etc.
- **Students in disciplines where the proficiency in French would either be necessary, or a major asset**: international business, political studies, arts (theatre, music, visual art...) as well as students in literature and English.
- Members of the **francophone community** who wish to improve their proficiency.
- Teachers who may have started their teaching career in other areas but have moved into teaching **French** and want to expand their understanding of language and culture.
- People who wish to **travel/study/work in francophone regions** (there are of course, for example, many reputable universities in Quebec)
- **Doctoral students** who must often have proficiency in a second language
- And more broadly, all those who require knowledge of French **for their career**: government employees, journalists, translators, all jobs in the field of aviation, etc. The more our city grows, the more important French becomes.

**This proposal fits with the priorities of the current College plan and with the *University Plan 2025*.**

This certificate accurately reflects the priorities outlined by the College and by the University. It will:

- strengthen **internationalization** through proficiency in another language and the increase opportunities for travel, work, and related international collaboration. (The program will also offer the opportunity to take study abroad courses in France)
- strengthen **interdisciplinarity** as our courses will cover a variety of topics: (cinema, theater, arts, literature...) and the students will be from a variety of programs.
- foster **inquiry-based and experiential learning** by giving students access to primary source materials, and the ability to participate in various aspects of life in the community.

- strengthen **indigenization** by retracing the connections between the culture of New France and Indigenous cultures in Canada. Closer to home, the links between contemporary francophone culture and that of the Métis people in Saskatchewan are examined.
- embrace Manacihitowin (Respect One Another)” goal of the College plan.
- offer students the opportunity to engage in **interdisciplinary study**, by earning an additional credential outside of area of specialization
- affirm the need for **respect for cultures and diversity**.

#### **The relationship of the proposed program to other programs and the resources available**

This certificate will not involve any duplication of programs, and will rely only on existing courses that are taught on a regular basis.

The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate will have no negative impact and has no resource implications.

We do not anticipate any risks to implementing the program in September 2022.

## Consultation with the Registrar Form – Record of Approvals

On Feb 9, 2022, at 12:26 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following new degree-level undergraduate certificates in the College of Arts & Science for implementation in the 2022-23 Program Addendum of the Catalogue:

- Advanced French Language and Culture
- Intermediate French Language and Culture
- Japanese Language and Culture
- Spanish Language and Culture

These certificates will charge standard tuition rates, will follow the standard per credit unit tuition assessment method, and will not involve the creation of new courses. As a result, IPA has confirmed that they do not require a financial review before they proceed through approval.

Please “reply-all” with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions. The completed and signed forms are required in the APC submissions.

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**

---

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Wednesday, February 9, 2022 12:33 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Forms - College of Arts and Science Certificates

Approved

Russell Isinger, BA, MA

University Registrar  
and Professional Affiliate, Department of Political Studies

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
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Cell Phone - [306-280-6178](tel:306-280-6178)  
Fax - [306-966-6730](tel:306-966-6730)

---

**From:** Elias, Lorin <lorin.elias@usask.ca>  
**Sent:** Tuesday, February 15, 2022 10:09 AM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>  
**Cc:** Dahl, Alexis <alexis.dahl@usask.ca>  
**Subject:** RE: Consultation with the Registrar Forms - College of Arts and Science Certificates

Many thanks Seanine – looks good to me.

~L

---

**From:** Beck, Jennifer <jennifer.beck@usask.ca>  
**Sent:** Tuesday, October 19, 2021 4:31 PM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>  
**Cc:** Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>  
**Subject:** RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,  
-Jen

## Consultation with the Registrar Form

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

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

- 1 Is this a new degree, diploma, or certificate? Yes ☒ No ☐  
Is an existing degree, diploma, or certificate being renamed? Yes ☐ No ☒  
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new degree, diploma, or certificate?  
Certificate in Intermediate French Language and Culture [CIFLC - Cert in Inter FrenLang Culture] - suggested Banner code and description
- 3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]  
Cert.
- 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?  
Degree Level
- 6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes ☒ 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:  
CIFC - In Cert Inter FrenLang Culture - suggested Banner code and description
- 8 Which College is responsible for the awarding of this degree, diploma, or certificate?  
Arts and Science [AR]
- 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.  
FREN [French] - exists in Banner

- 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?

Certificate in Intermediate French Language and Culture [CIFLC - Cert in Inter FrenLang Culture] - suggested Banner code and description

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

Certificate in Intermediate French Language and Culture [CIFLC - Cert in Inter FrenLang Culture] - suggested Banner code and description

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

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

College of Arts and Science [AR] / Department of Lang, Lit and Cultural Studies [LLCS]

- 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?

1 year (total of 15 cu's)

## Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐



International Mobility (one jurisdiction is outside of Canada) ☐

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

Joint Program ☐

Joint Degree ☐

Dual Degree ☐

Professional Internship Program ☐

Faculty-Led Course Abroad ☐

Term Abroad Program ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

2 What is the name of the new (or renamed 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?
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐  
If NO, please describe.
- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms? Yes ☐ No ☐  
If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

### Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

- 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?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 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.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☐ No ☐

## Section 9: Government Loan Information

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

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

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

## Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

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

## Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

## Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?  
(General rule = NA for programs and categories of students not working toward a degree level qualification;  
undergraduate degree level certificates will use numeric year.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

### Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

### Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

### Section 15: Awards Information

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

Yes ☐ No ☒

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

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

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

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

### Section 17: Program Termination

- 1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

Yes ☐ No ☐

## Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

X
---

Standard Graduate per credit

<input type="checkbox"/>
--------------------------

Standard Graduate per term

<input type="checkbox"/>
--------------------------

Non standard per credit\*

<input type="checkbox"/>
--------------------------

Non standard per term\*

<input type="checkbox"/>
--------------------------

Other \*

<input type="checkbox"/>
--------------------------

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?

Yes - current set-up (TC01)

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?

Yes

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

Standard undergraduate 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.

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 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes ☒ No ☐

Standard international tuition differential will apply

14 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).

\$9,945.00 (15 cu's in FREN at TC01) (based on 2021-2022 tuition rates)



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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Degree-level Certificate in Advanced French Language and Culture

Field(s) of Specialization: Advanced French Language and Culture

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Stella Spriet

Associate Professor, Department of Languages, Literatures, and Cultural Studies

[stella.spriet@usask.ca](mailto:stella.spriet@usask.ca)

306-966-5648

Marie-Diane Clarke

Professor and Head, Department of Languages, Literatures, and Cultural Studies

[mariediane.clarke@usask.ca](mailto:mariediane.clarke@usask.ca)

306-966-5645

Proposed date of implementation: September 2022

## **Proposal Document**

While the awareness of the importance of French has increased in the province, this has not translated to an increase in the number of majors in our department. We would therefore like to develop a shorter program, open to a much broader public, that can be autonomous: that is to say, focused exclusively on French. There is no question that an official certificate, from our university, would make all the difference to a resume and would thus attract students.

Many of our students also need an advanced knowledge of French Language and Culture to qualify for potential careers – this is why the creation of this certificate is essential.

Impact on the department: This certificate will not involve any duplication of programs and will rely only on existing courses that are taught on a regular basis.

Resources: The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate will have no negative impact and has no resource implications.

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Advanced French Language and Culture.

The College of Arts and Science is continually working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop a high level of fluency in French and a deeper understanding of French culture. The certificate structure allows students to earn a credential that is independent of a degree, increasing accessibility to students in other colleges, alumni, and potential students in the community.

The Academic Programs Committee (BSc) approved the proposal on January 18, 2022, as did the College Faculty Council on February 16, 2022.

## Program Description

### Degree Level Certificate in Advanced French Language and Culture

Graduates of this program will be able to speak French fluently, develop complex ideas, and use language flexibility for social, academic and professional purposes. They will understand long and difficult texts and their written and oral French will be clear and well-structured. The students will also understand the diversity and the richness of francophone cultures (in France, Africa, and the Caribbean for example) thanks to the analysis of complex texts or films, and gain a greater insight of Canadian culture.

### Major Average

The major average in the Certificate in Advanced French Language and Culture includes the grades earned in:

- All courses eligible to be used in the program.

### Residency Requirements in the Major

To receive a Certificate in Advanced French Language and Culture, students must complete at least half of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

### Requirements (15 credit units)

- [FREN 212.3](#) Advanced French I
- [FREN 218.3](#) Advanced French II

Choose **9 credit units** from the following:

- [FREN — 300-Level, 400-Level](#)

# **NOTICE OF INTENT**

## **Certificate in Advanced French Language and Culture**

The Department of Language, Literatures and Cultural Studies in the College of Arts and Science proposes to create a certificate of Proficiency in French at the intermediate level. It will require 15 credits units of French courses.

### **Description of this program and motivation for its creation**

Through the courses required for this certificate, students will take all their courses entirely in French and will be able to enhance their proficiency in French.

They will be able to express themselves fluently, develop complex ideas, as well as use language flexibility for social, academic and professional purposes. They will understand long and difficult texts and their written and oral French will be clear and well-structured. (Based on the criteria in the European framework referenced, the students will have attained level C1: Proficient User)

Students will also gain a deep understanding of the richness and diversity of francophone culture around the globe (in Quebec, France, Africa, and the Caribbean for example) thanks to the analysis of complex texts or films. The courses offered by the department at the 300 level (courses on culture, cinema, literature, translation, etc.) will enable them to develop their critical thinking skills, understand other ways of thinking and reposition themselves in relation to both the global community and their own cultures.

Finally, the courses offered that focus on Fransaskois and Québécois cultures will make it possible for students to gain greater insight into Canadian culture.

This certificate will have a particular importance insofar as Canada is a bilingual country and French, like English, is one of the official languages. There is a vibrant Fransaskois culture in Saskatchewan which is integral to the history and heritage of this province. The francophone community includes schools, authors, editors, representatives in healthcare fields, translators, and a theatre company with its actors and directors. There are also several francophone businesses located in Saskatoon (as well as an honorary consul of France).

The francophone community is experiencing growth which is reinforced by several factors: the influence of Quebecois culture, changes of mentality and the increasing openness of Saskatchewan to the rest of the world (which makes proficiency in another language a vital skill), as well as immigration from francophone regions. This observation was formalized in a report prepared by the College of Education which shows an increase in numbers in French language programs in all school boards and educational institutes in the province. Based on this report, the College of Education proposed to establish a program within their unit that is taught entirely in French. A few years ago, the same phenomenon was observed by the University of Regina and a new program was created as part of their "Cité francophone" by combining courses taught in French from a variety of disciplines.

### **The anticipated student demand for the program**

While the awareness of the importance of French has increased in the province, this has not translated to an increase in the number of majors in our department. We would therefore like to develop a shorter program, open to a much broader public, that can be autonomous: that is to say, focused exclusively on French. There is no question that an official certificate, from our university, would make all the difference to a resume and would thus attract students.

We hope to have approximately 15 students the first year and believe we will see an increase in enrolment over time. We believe we can reach a broad audience as our courses would bring in students across all Arts and Sciences departments in addition to students from other colleges.

The following is a partial list of individuals who would potentially be interested in this program:

- Students from the **College of Arts and Sciences** (many of whom study French but do not wish to pursue a major and would certainly be very interested in a French diploma (there are between 1000-1500 students enrolled in the French courses each year).
- **Students in programs that consult major texts written originally in French**, such as philosophy, history, sociology, psychology, etc.
- **Students in disciplines where the proficiency in French would either be necessary, or a major asset**: international business, political studies, arts (theatre, music, visual art...) as well as students in literature and English.
- Members of the **francophone community** who wish to improve their proficiency.
- Teachers who may have started their teaching career in other areas but have moved into teaching **French** and want to expand their understanding of language and culture.
- People who wish to **travel/study/work in francophone regions** (there are of course, for example, many reputable universities in Quebec)
- **Doctoral students** who must often have proficiency in a second language
- And more broadly, all those who require knowledge of French **for their career**: government employees, journalists, translators, all jobs in the field of aviation, etc. The more our city grows, the more important French becomes.

### **This proposal fits with the priorities of the current College plan and with the *University Plan 2025*.**

This certificate accurately reflects the priorities outlined by the College and by the University. It will:

- strengthen **internationalization** through proficiency in another language and the increase opportunities for travel, work, and related international collaboration. (The program will also offer the opportunity to take study abroad courses in France)
- strengthen **interdisciplinarity** as our courses will cover a variety of topics: (cinema, theater, arts, literature...) and the students will be from a variety of programs
- foster **inquiry-based and experiential learning** by giving students access to primary source materials, and the ability to participate in various aspects of life in the community.

- strengthen **indigenization** by retracing the connections between the culture of New France and Indigenous cultures in Canada. Closer to home, the links between contemporary francophone culture and that of the Métis people in Saskatchewan are examined.
- embrace Manacihitowin (Respect One Another)” goal of the College plan.
- offer students the opportunity to engage in **interdisciplinary study**, by earning an additional credential outside of area of specialization
- affirm the need for **respect for cultures and diversity**.

#### **The relationship of the proposed program to other programs and the resources available**

This certificate will not involve any duplication of programs, and will rely only on existing courses that are taught on a regular basis.

The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate will have no negative impact and has no resource implications.

We do not anticipate any risks to implementing the program in September 2022.



## Consultation with the Registrar Form – Record of Approvals

On Feb 9, 2022, at 12:26 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following new degree-level undergraduate certificates in the College of Arts & Science for implementation in the 2022-23 Program Addendum of the Catalogue:

- Advanced French Language and Culture
- Intermediate French Language and Culture
- Japanese Language and Culture
- Spanish Language and Culture

These certificates will charge standard tuition rates, will follow the standard per credit unit tuition assessment method, and will not involve the creation of new courses. As a result, IPA has confirmed that they do not require a financial review before they proceed through approval.

Please “reply-all” with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions. The completed and signed forms are required in the APC submissions.

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**

---

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Wednesday, February 9, 2022 12:33 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Forms - College of Arts and Science Certificates

Approved

Russell Isinger, BA, MA

University Registrar  
and Professional Affiliate, Department of Political Studies

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - [306-966-6723](tel:306-966-6723)  
Cell Phone - [306-280-6178](tel:306-280-6178)  
Fax - [306-966-6730](tel:306-966-6730)

---

**From:** Elias, Lorin <lorin.elias@usask.ca>  
**Sent:** Tuesday, February 15, 2022 10:09 AM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>  
**Cc:** Dahl, Alexis <alexis.dahl@usask.ca>  
**Subject:** RE: Consultation with the Registrar Forms - College of Arts and Science Certificates

Many thanks Seanine – looks good to me.

~L

---

**From:** Beck, Jennifer <jennifer.beck@usask.ca>  
**Sent:** Tuesday, October 19, 2021 4:31 PM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>  
**Cc:** Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>  
**Subject:** RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,  
-Jen

## Consultation with the Registrar Form

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

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

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

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

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

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

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

Certificate in Advanced French Language and Culture [CAFLC - Cert in Advan FrenLang Culture] - suggested Banner code and description

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

Cert.

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?

Degree Level

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

CAFC - In Cert inAdvanFrenLangCulture - suggested Banner code and description

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

Arts and Science [AR]

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.

FREN [French] - exists in Banner

- 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?

Certificate in Advanced French Language and Culture [CAFLC - Cert in Advan FrenLang Culture] - suggested Banner code and description

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

Certificate in Advanced French Language and Culture [CAFLC - Cert in Advan FrenLang Culture] - suggested Banner code and description

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

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

College of Arts and Science [AR] / Department of Lang, Lit and Cultural Studies [LLCS]

- 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?

1 year (total of 15 cu's)

## Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

- International Mobility (one jurisdiction is outside of Canada) ☐
- 2 Please indicate the mobility type (refer to Nomenclature for definitions).
- Joint Program ☐
- Joint Degree ☐
- Dual Degree ☐
- Professional Internship Program ☐
- Faculty-Led Course Abroad ☐
- Term Abroad Program ☐
- 3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes ☐ No ☐
- 4 Please state the full name of the agreement that the U of S is entering into.
- 
- 5 What is the name of the external partner?
- 
- 6 What is the jurisdiction for the external partner?
- 

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes ☐ No ☒ Revised ☐  
If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- 
- 3 What is the name of this new / revised major, minor, or concentration?
- 
- 4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.
- 
- 5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?
- 

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

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

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

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

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

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

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

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

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

1	Is this a new college, school, center, or department?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
	Is an existing college, school, center, or department being renamed?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
	Is an existing college, school, center, or department being deleted?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

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

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

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

- 
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

### Section 7: Course Information

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?  
 No
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐  
If NO, please describe.
- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms? Yes ☐ No ☐  
If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

### Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

- 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?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 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.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☐ No ☐



## Section 9: Government Loan Information

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

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

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

Yes

## Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as 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)?

10 students per year

## Section 11: Schedule of Implementation Information

- 1 What is the start term?

202209 [September 2022]

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

Yes ☐ No ☒

If YES, what and by what date?

## Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?  
(General rule = NA for programs and categories of students not working toward a degree level qualification;  
undergraduate degree level certificates will use numeric year.)

Numeric year

- 2 Will students register themselves? Yes ☒ No ☐  
If YES, what priority group should they be in?

As per current set-up

### Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve? Yes ☒ No ☐  
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

### Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s? Yes ☒ No ☐

### Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒  
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

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

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

### Section 17: Program Termination

- 1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

## Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

X
---

Standard Graduate per credit

<input type="checkbox"/>
--------------------------

Standard Graduate per term

<input type="checkbox"/>
--------------------------

Non standard per credit\*

<input type="checkbox"/>
--------------------------

Non standard per term\*

<input type="checkbox"/>
--------------------------

Other \*

<input type="checkbox"/>
--------------------------

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?

Yes - current set-up (TC01)

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?

Yes

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

Standard undergraduate 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.

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 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes ☒ No ☐

Standard international tuition differential will apply

14 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).

\$9,945.00 (15 cu's in FREN at TC01) (based on 2021-2022 tuition rates)

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Degree-level Certificate in Spanish Language and Culture

Field(s) of Specialization: Spanish Language and Culture

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Stella Spriet

Associate Professor, Department of Languages, Literatures, and Cultural Studies

[stella.spriet@usask.ca](mailto:stella.spriet@usask.ca)

306-966-5648

Julio Torres-Recinos

Professor, Department of Languages, Literatures, and Cultural Studies

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306-966-5681

Marie-Diane Clarke

Professor and Head, Department of Languages, Literatures, and Cultural Studies

[mariediane.clarke@usask.ca](mailto:mariediane.clarke@usask.ca)

306-966-5645

Proposed date of implementation: September 2022

## **Proposal Document**

Unlike many other Canadian universities (The University of Toronto, The University of British Columbia, Queen's University, The University of Calgary – and in fact almost all the universities of the U15) there is no degree program in Spanish at the University of Saskatchewan. A variety of students take Spanish courses, but only Arts & Science students are able to be formally recognized for this with the Minor or Recognition programs in Spanish; students from other colleges do not have access to these programs. Approval of the proposed certificate program will change this, so that all USask students will have the opportunity to earn a credential in this area. Graduates of the program will be able to add this certificate to their resume, and this addition will be a significant benefit for specific areas of work.

Impact on the Department: This certificate will not involve any duplication of programs, and will rely only on existing courses that are taught on a regular basis.

Resources: The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate will have no negative impact and has no resource implications. We do not anticipate any risks to implementing the program in September 2022.

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Spanish Language and Culture.

The College of Arts and Science is continually working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop language skills in Spanish and an understanding of the cultures in selected Spanish-speaking countries/peoples. The certificate structure allows students to earn a credential that is independent of a degree, increasing accessibility to students in other colleges, alumni, and potential students in the community.

The Academic Programs Committee (BSc) approved the proposal on January 18, 2022, as did the College Faculty Council on February 16, 2022.



## Program Description

### Degree Level Certificate in Spanish Language and Culture

Graduates of this program will be able to express themselves in Spanish, understand texts and conversation on different subjects, and develop coherent and well-structured arguments. They will also gain a deeper understanding of the Hispanic world (Spain, Latin America) and its cultures, and a better knowledge of the Hispanic community here in Canada, and especially in Saskatoon.

Students with no prior experience/study in Spanish begin their university-level Spanish language study with SPAN 114. These students will follow Option A below.

Students who have studied Spanish at the high school level or have foundational knowledge of the language through other means will follow Option B below. These students will need to consult with the Department of Languages, Literatures, and Cultural Studies for registration overrides.

### Major Average

The major average in the Certificate in Spanish Language and Culture includes the grades earned in:

- All courses eligible to be used in the program.

### Residency Requirements in the Major

To receive a Certificate in Spanish Language and Culture, students must complete at least half of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

### Requirements (18 credit units)

#### Option A (18 credit units)

- [SPAN 114.3](#) Elementary Spanish I
- [SPAN 117.3](#) Elementary Spanish II
- [SPAN 214.3](#) Intermediate Spanish I Grammar Writing Literary Readings
- [SPAN 217.3](#) Intermediate Spanish II Grammar Writing Literary Skills
- [SPAN 314.3](#) Advanced Spanish I
- [SPAN 317.3](#) Advanced Spanish II

#### Option B (18 credit units)

- [SPAN 214.3](#) Intermediate Spanish I Grammar Writing Literary Readings
- [SPAN 217.3](#) Intermediate Spanish II Grammar Writing Literary Skills
- [SPAN 314.3](#) Advanced Spanish I

- [SPAN 317.3](#) Advanced Spanish II

Choose **6 credit units** from the following:

- [SPAN 235.3](#) Mexican Culture
- [SPAN 250.3](#) Historical Trends of the Spanish Language
- [SPAN 251.3](#) The Spanish of Latin Americans
- [SPAN 275.3](#) Business Spanish
- [SPAN 298.3](#) Special Topics
- [SPAN 335.3](#) Mexican Cinema
- [SPAN 375.3](#) Contemporary Mexican Literature
- [SPAN 385.3](#) Hispanic American Literature Masters of the 20<sup>th</sup> Century
- [SPAN 398.3](#) Special Topics

# **NOTICE OF INTENT**

## **Certificate in Spanish Language and Culture**

The Department of Language, Literatures and Cultural Studies in the College of Arts and Science proposes to create a certificate of Proficiency in Spanish Language and Culture that will require 18 credits units of Spanish courses.

### **Description of this program and motivation for its creation**

Through the courses required for this certificate, students will be able to express themselves in Spanish, understand texts and conversations on a variety of topics as well as develop coherent and well-structured arguments, both orally and in writing. (Based on the criteria in the European framework referenced, the students will have attained level B1: Independent User)

Students will also gain a deeper knowledge and understanding of the Hispanic world (Spain, Latin America), and its cultures. They will be able to study a selection of literary readings by some of the best Hispanic writers and analyze some films. The courses offered by the department will enable the students to develop their critical thinking skills, better understand other ways of thinking and reposition themselves in relation to both the global community and their own cultures.

Finally, the students will have a better understanding of the Hispanic community here in Canada, and more particularly here in Saskatoon.

The creation of this new certificate is essential for different reasons:

1. Of course, we should start by saying, even if it is well-known, that Spanish is the second language in the world and an essential Language in Europe, North and South America.
2. Furthermore, in Canada, there is a growing and vibrant Hispanic community. Every day, we welcome more and more immigrants who come from Spanish speaking countries such as Mexico, Colombia, Peru, Guatemala, Venezuela, and Spain, among others. They have formed many groups and associations in order to practice their language, culture and traditions. We need to adapt (and adapt our programs) to the changing Saskatoon.
3. Finally, contrary to what happens in many other Universities (The University of Toronto, The University of British Columbia, Queen's University, The University of Calgary – and in fact almost all the universities of the U15) there is NO BA in Spanish at the UofS. Many students are taking some Spanish courses and there is nothing in place to showcase this on their CV. We really would like this to change !

### **The anticipated student demand for the program**

We hope to create a certificate in Spanish as the importance of Spanish is beyond contestation and it has considerably increased in Canada. We plan to offer a short program, open to a broad public and which focus exclusively on Spanish. There is no question that an official certificate, from our university, would make all the difference to a resume and would thus attract students.

We hope to have approximately 15 students the first year and believe we will see an increase in enrolment over time. We believe we can reach a broad audience as our courses would bring in students across all Arts and Sciences departments in addition to students from other colleges.

The following is a partial list of individuals who would potentially be interested in this program:

- Students from the **College of Arts and Science** (there are around 500 students enrolled in the Spanish courses each year).
- Students in programs that consult major texts written originally in Spanish, such as archeology, history, etc.
- **Students in disciplines where the proficiency in Spanish would either be necessary, or a major asset:** such as international business and political studies.
- Members of the **Hispanic community** who wish to improve their proficiency.
- Teachers who may have started their teaching career in other areas but have moved into teaching **Spanish**
- People who wish to **travel/study/work in a Hispanic regions**
- **Doctoral students** who must often have proficiency in a second language
- And more broadly, all those who require knowledge of Spanish **for their career:** journalists, translators, working with new immigrants from Hispanic countries...

**This proposal fits with the priorities of the current College plan and with the *University Plan 2025*.**

This certificate accurately reflects the priorities outlined by the College and by the University. It will:

- strengthen **internationalization** through proficiency in another language and the increase opportunities for travel, work, and related international collaboration. (The program will also offer the opportunity to take study abroad courses in Mexico)
- foster **inquiry-based and experiential learning** by giving students access to primary source materials, and the ability to participate in various aspects of life in the community.
- embrace Manacihitowin (Respect One Another)" goal of the College plan.
- offer students the opportunity to engage in **interdisciplinary study**, by earning an additional credential outside of area of specialization
- affirm the need for **respect for cultures and diversity**.

**The relationship of the proposed program to other programs and the resources available**

This certificate will not involve any duplication of programs, and will rely only on existing courses that are taught on a regular basis.

The Department currently possesses all needed resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate will have no negative impact and has no resource implications.

We do not anticipate any risks to implementing the program in September 2022.

## Consultation with the Registrar Form – Record of Approvals

On Feb 9, 2022, at 12:26 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following new degree-level undergraduate certificates in the College of Arts & Science for implementation in the 2022-23 Program Addendum of the Catalogue:

- Advanced French Language and Culture
- Intermediate French Language and Culture
- Japanese Language and Culture
- Spanish Language and Culture

These certificates will charge standard tuition rates, will follow the standard per credit unit tuition assessment method, and will not involve the creation of new courses. As a result, IPA has confirmed that they do not require a financial review before they proceed through approval.

Please “reply-all” with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions. The completed and signed forms are required in the APC submissions.

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**

---

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Wednesday, February 9, 2022 12:33 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Forms - College of Arts and Science Certificates

Approved

Russell Isinger, BA, MA

University Registrar  
and Professional Affiliate, Department of Political Studies

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - [306-966-6723](tel:306-966-6723)  
Cell Phone - [306-280-6178](tel:306-280-6178)  
Fax - [306-966-6730](tel:306-966-6730)

---

**From:** Elias, Lorin <lorin.elias@usask.ca>  
**Sent:** Tuesday, February 15, 2022 10:09 AM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>  
**Cc:** Dahl, Alexis <alexis.dahl@usask.ca>  
**Subject:** RE: Consultation with the Registrar Forms - College of Arts and Science Certificates

Many thanks Seanine – looks good to me.

~L

---

**From:** Beck, Jennifer <jennifer.beck@usask.ca>  
**Sent:** Tuesday, October 19, 2021 4:31 PM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>  
**Cc:** Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>  
**Subject:** RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,  
-Jen

## Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Certificate in Spanish Language and Culture [CSLC - Cert in Spanish Lang Culture] - suggested Banner code and description

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

Cert.

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?

Degree Level

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

Yes ☒ 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:

CSLC - In Cert in Spanish Lang Culture - suggested Banner code and description

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

Arts and Science [AR]

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.

SPAN [Spanish] - exists in Banner

- 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?

Certificate in Spanish Language and Culture [CSLC - Cert in Spanish Lang Culture] - suggested Banner code and description

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

Certificate in Spanish Language and Culture [CSLC - Cert in Spanish Lang Culture] - suggested Banner code and description

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

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

College of Arts and Science [AR] / Department of Lang, Lit and Cultural Studies [LLCS]

- 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?

1 year (total of 18 cu's)

**Section 3: Mobility**

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐



International Mobility (one jurisdiction is outside of Canada) ☐

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

Joint Program ☐

Joint Degree ☐

Dual Degree ☐

Professional Internship Program ☐

Faculty-Led Course Abroad ☐

Term Abroad Program ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

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

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

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

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

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

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

- 1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes ☐ No ☒ Revised ☐  
 If you've answered NO, please continue on to the next section.
- 2 If YES, what is the name of this new / revised disciplinary area?
- 3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)
- 4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?
- 4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)
- 4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)
- 5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

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

- 1 Is this a new college, school, center, or department? Yes ☐ No ☒  
 Is an existing college, school, center, or department being renamed? Yes ☐ No ☒  
 Is an existing college, school, center, or department being deleted? Yes ☐ No ☒  
 If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new (or renamed or deleted) college, school, center, or department?
- 3 If you have renamed an existing college, school, center, or department, what is the current name?
- 4 What is the effective term of this new (renamed or deleted) college, school, center, or department?
- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

- 
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

### Section 7: Course Information

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?  
 No
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐  
If NO, please describe.
- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms? Yes ☐ No ☐  
If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

### Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

- 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?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 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.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☐ No ☐

## Section 9: Government Loan Information

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

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

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

## Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

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

## Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

## Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?  
(General rule = NA for programs and categories of students not working toward a degree level qualification;  
undergraduate degree level certificates will use numeric year.)

Numeric year

- 2 Will students register themselves? Yes ☒ No ☐  
If YES, what priority group should they be in?

As per current set-up

### Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve? Yes ☒ No ☐  
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

### Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s? Yes ☒ No ☐

### Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒  
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

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

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

### Section 17: Program Termination

- 1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program


Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

### Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

X
---

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?

Yes - current set-up (TC01)

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?

Yes

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

Standard undergraduate 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.

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 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes ☒ No ☐

Standard international tuition differential will apply

14 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).

\$11,934.00 (18 cu's in SPAN at TC01) (based on 2021-2022 tuition rates)



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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Degree-level Certificate in Japanese Language and Culture

Field(s) of Specialization: Japanese Language and Culture

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Izumi Adachi

Instructor, Department of Languages, Literatures, and Cultural Studies

[izk236@mail.usask.ca](mailto:izk236@mail.usask.ca)

306-966-4180

Marie-Diane Clarke

Professor and Head, Department of Languages, Literatures, and Cultural Studies

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George Keyworth

Associate Professor, Department of History

[george.keyworth@usask.ca](mailto:george.keyworth@usask.ca)

306-966-6774

Proposed date of implementation: September 2022

## Proposal Document

Japanese classes were launched in 2014 as elective courses, and there have been approximately 200 registered students per year since then. These are large numbers for elective courses, even compared to those at other universities in Canada that offer major or minor programs in Japanese. Despite this demand, Japanese courses have remained electives and there has been no means for students to receive recognition for their accomplishments in courses on Japanese language or culture. The certificate program will confirm their proficiency and enhance their overall learning experience of Japanese. Since program requirements are based on currently existing courses, no new supports are required.

Since 2014, we have seen significant demand for Japanese courses. Students come primarily from majors programs in Business, Computer Science, Fine Arts, Agriculture, Linguistics, and overall from almost all Colleges at the U of S. Students have taken these courses for many reasons: Business students study the language because Japan has been and for the foreseeable future will almost certainly remain an important Canadian business partner. Computer science students study it because it is important to the gaming industry. Art students take it to pursue an interest in Japanese arts. Japanese Canadian students want to learn about their heritage language and culture. Many students study it purely out of curiosity. Many have been exposed to Japanese pop culture such as animé or computer games since they were young, and they are looking for opportunities to fulfill their interests. Many international students from China—in all colleges and majors—take Japanese because it is considered the second most important foreign language to learn in their country.

This proposal will fit into the strategy for internationalization in the University Plan 2025, with its focus on “Connecting with the world”. Learning foreign languages plays an essential role in achieving this goal. This certificate program helps students not only to cultivate communication skills in Japanese, but also to broaden their horizons by being exposed to a different culture, appreciating diversity and respecting other way of being, doing and expressing oneself.

The year 2019 saw the 90<sup>th</sup> anniversary of the establishment of diplomatic relations between Canada and Japan. Both countries will continue to build a closer relationship over the next 10 years, leading up to the 100<sup>th</sup> Anniversary in 2029. The relationship between Canada and Japan will be increasingly important, not only at the political level, but also the civil and certainly the economic levels with the Trans Pacific Partnership. It will benefit Canada to develop the human resources and skills to build bridges between these two unique countries.

Impact on the department: In the Department of Languages, Literatures and Cultural Studies, French and Spanish will also be offering Certificate Programs. Variety in these programs will give students a wider range of options (that are markedly different from studying only European languages), by including an Asian language.

Resources: The Department currently possesses all the resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the

introduction of a certificate program has no resource implications and will have no negative impact.

Dean Peta Bonham-Smith has committed to provide sessional funding for the delivery of required Japanese courses in a situation where the faculty instructor is unable to deliver the courses due to ill health.

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Japanese Language and Culture.

The College of Arts and Science is continually working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop language skills in Japanese and an understanding of Japanese culture. The certificate structure allows students to earn a credential that is independent of a degree, increasing accessibility to students in other colleges, alumni, and potential students in the community.

The Academic Programs Committee (BSc) approved the proposal on January 18, 2022, as did the College Faculty Council on February 16, 2022.

## Program Description

### Degree Level Certificate in Japanese Language and Culture

Students who complete the Certificate in Japanese Language and Culture will have demonstrated basic communication skills in Japanese, and have acquired some fundamental knowledge about Japanese culture.

### Major Average

The major average in the Certificate in Japanese Language and Culture includes the grades earned in:

- All courses eligible to be used in the program.

### Residency Requirements in the Major

To receive a Certificate in Japanese Language and Culture, students must complete at least half of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum program requirements.

See [Residency](#) for additional details.

### Requirements (15 credit units)

- [JPNS 114.3](#) Introductory Japanese I
- [JPNS 117.3](#) Introductory Japanese II
- [JPNS 214.3](#) Intermediate Japanese I
- [JPNS 217.3](#) Intermediate Japanese II

Choose **3 credit units** from the following:

- [HIST 295.3](#) Japanese History to 1600
- [HIST 296.3](#) Japanese History from 1600 to Yesterday
- [JPNS 233.3](#) Popular Culture and Cinema in Japan

Students who have already attained a higher level in Japanese will not take JPNS 114, or both JPNS 114 and JPNS 117, depending on their proficiency. Such students would then take additional courses from HIST 295, HIST 296, and JPNS 233 to fulfill the 15 credit units required for the certificate program.

# NOTICE OF INTENT

## Certificate in Japanese Language and Culture

The Department of Languages, Literatures and Cultural Studies in the College of Arts and Science proposes to establish a Certificate in Japanese Language and Culture. Students who earn the certificate will have demonstrated basic communication skills in Japanese and will have acquired some fundamental knowledge about Japanese culture. The certificate will draw upon existing courses from the Languages, Literatures and Cultural Studies and History departments to meet the program requirements.

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

Japanese classes were launched in 2014 as elective courses, and there have been approximately 200 registered students per year since then. These are large numbers for elective courses, even compared to those at other universities in Canada that offer major or minor programs in Japanese. Despite this demand, Japanese courses have remained electives and there has been no means for students to receive recognition for their accomplishments in courses on Japanese language or culture. The certificate program will confirm their proficiency and enhance their overall learning experience of Japanese. Since program requirements are based on currently existing courses, no new supports are required.

**2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?**

Since 2014, we have seen significant demand for Japanese courses. Students come primarily from majors programs in Business, Computer Science, Fine Arts, Agriculture, Linguistics, and overall from almost all Colleges at the U of S. Students have taken these courses for many reasons: Business students study the language because Japan has been and for the foreseeable future will almost certainly remain an important Canadian business partner. Computer science students study it because it is important to the gaming industry. Art students take it to pursue an interest in Japanese arts. Japanese Canadian students want to learn about their heritage language and culture. Many students study it purely out of curiosity. Many have been exposed to Japanese pop culture such as animé or computer games since they were young, and they are looking for opportunities to fulfill their interests. Many international students from China—in all colleges and majors—take Japanese because it is considered the second most important foreign language to learn in their country after English.

**3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. 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*? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?**

This proposal will fit into the strategy for internationalization in the University Plan 2025, with its focus on “Connecting with the world”. Learning foreign languages plays an essential role in achieving this goal. This certificate program helps students not only to cultivate communication skills in Japanese, but also to broaden

their horizons by being exposed to a different culture, appreciating diversity and respecting other way of being, doing and expressing oneself.

The year 2019 saw the 90<sup>th</sup> anniversary of the establishment of diplomatic relations between Canada and Japan. Both countries will continue to build a closer relationship over the next 10 years, leading up to the 100<sup>th</sup> Anniversary in 2029. The relationship between Canada and Japan will be increasingly important, not only at the political level, but also the civil and certainly the economic levels with the Trans Pacific Partnership. It will benefit Canada to develop the human resources and skills to build bridges between these two unique countries.

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

In the Department of Languages, Literatures and Cultural Studies, French and Spanish are also proposing Certificate Programs. Variety of programs will give students a wider range of options, helping them tailor their studies to meet their interests.

- 5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program.**

The Department currently possesses all the resources required for certificate implementation and we are requesting no new or additional supports. Therefore, the introduction of a certificate program has no resource implications and will have no negative impact.

- 6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?**

We do not foresee any risks associated with implementing the program. The risk of not proceeding with the program at this time relates to the factor that students may not be able to seek such certification opportunities at any post-secondary institutions in the province other than the University of Regina. Since the University of Saskatchewan enjoys a larger scale in terms of numbers of students and colleges, the certificate will give a broader range of students in greater variety of disciplines more potential opportunities.

- 7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?**

September 2022



## Consultation with the Registrar Form – Record of Approvals

On Feb 9, 2022, at 12:26 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following new degree-level undergraduate certificates in the College of Arts & Science for implementation in the 2022-23 Program Addendum of the Catalogue:

- Advanced French Language and Culture
- Intermediate French Language and Culture
- Japanese Language and Culture
- Spanish Language and Culture

These certificates will charge standard tuition rates, will follow the standard per credit unit tuition assessment method, and will not involve the creation of new courses. As a result, IPA has confirmed that they do not require a financial review before they proceed through approval.

Please “reply-all” with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions. The completed and signed forms are required in the APC submissions.

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**

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**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Wednesday, February 9, 2022 12:33 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Forms - College of Arts and Science Certificates

Approved

Russell Isinger, BA, MA

University Registrar  
and Professional Affiliate, Department of Political Studies

University Registrar's Office  
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Fax - [306-966-6730](tel:306-966-6730)

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**From:** Elias, Lorin <lorin.elias@usask.ca>  
**Sent:** Tuesday, February 15, 2022 10:09 AM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>  
**Cc:** Dahl, Alexis <alexis.dahl@usask.ca>  
**Subject:** RE: Consultation with the Registrar Forms - College of Arts and Science Certificates

Many thanks Seanine – looks good to me.

~L

---

**From:** Beck, Jennifer <jennifer.beck@usask.ca>  
**Sent:** Tuesday, October 19, 2021 4:31 PM  
**To:** Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>  
**Cc:** Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>  
**Subject:** RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,  
-Jen

## Consultation with the Registrar Form

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

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

- 1 Is this a new degree, diploma, or certificate? Yes ☒ No ☐  
Is an existing degree, diploma, or certificate being renamed? Yes ☐ No ☒  
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new degree, diploma, or certificate?  
Certificate in Japanese Language and Culture [CJ - Cert in Japanese Lang Culture] - suggested Banner code and description
- 3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]  
Cert.
- 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?  
Degree Level
- 6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes ☒ 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:  
CJ - In Cert in JapaneseLangCulture - suggested Banner code and description
- 8 Which College is responsible for the awarding of this degree, diploma, or certificate?  
Arts and Science [AR]
- 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.  
JPNS [Japanese] - suggested Banner code and 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?

Certificate in Japanese Language and Culture [CJ - Cert in Japanese Lang Culture] - suggested Banner code and description

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

Certificate in Japanese Language and Culture [CJ - Cert in Japanese Lang Culture] - suggested Banner code and description

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

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

College of Arts and Science [AR] / Department of Lang, Lit and Cultural Studies [LLCS]

- 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?

1 year (total of 15 cu's)

## Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada) ☐

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

Joint Program ☐

Joint Degree ☐

Dual Degree ☐

Professional Internship Program ☐

Faculty-Led Course Abroad ☐

Term Abroad Program ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 Is this a new college, school, center, or department? Yes ☐ No ☒  
 Is an existing college, school, center, or department being renamed? Yes ☐ No ☒  
 Is an existing college, school, center, or department being deleted? Yes ☐ No ☒  
 If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

- 
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

### Section 7: Course Information

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?  
 No
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐  
If NO, please describe.
- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms? Yes ☐ No ☐  
If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

### Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

- 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?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 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.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☐ No ☐



## Section 9: Government Loan Information

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

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

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

## Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

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

## Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

## Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?  
(General rule = NA for programs and categories of students not working toward a degree level qualification;  
undergraduate degree level certificates will use numeric year.)

Numeric year

- 2 Will students register themselves? Yes ☒ No ☐  
If YES, what priority group should they be in?

As per current set-up

### Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve? Yes ☒ No ☐  
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

### Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s? Yes ☒ No ☐

### Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒  
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

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

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☒ No ☐  
To qualify the program must meet the following requirements:  
- be equivalent to at least 6 months of full-time study, and  
- result in a certificate, diploma, or undergraduate degree.

### Section 17: Program Termination

- 1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

### Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

X
---

Standard Graduate per credit

<input type="checkbox"/>
--------------------------

Standard Graduate per term

<input type="checkbox"/>
--------------------------

Non standard per credit\*

<input type="checkbox"/>
--------------------------

Non standard per term\*

<input type="checkbox"/>
--------------------------

Other \*

<input type="checkbox"/>
--------------------------

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?

Yes - current set-up (TC01)

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?

Yes

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

Standard undergraduate 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.

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 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes ☒ No ☐

Standard international tuition differential will apply

14 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).

\$9,945.00 (15 cu's in JPNS and/or HIST at TC01) (based on 2021-2022 tuition rates)

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

---

<b>PRESENTED BY:</b>	Terry Wotherspoon, Chair, Governance Committee
<b>DATE OF MEETING:</b>	April 21, 2022
<b>SUBJECT:</b>	<b>Proposed Revisions to College of Pharmacy &amp; Nutrition Faculty Council Membership</b>
<b>COUNCIL ACTION:</b>	<b>NOTICE OF MOTION</b>
<b>MOTION:</b>	<i>It is recommended the Council approve the changes to the Faculty Council membership of the College of Pharmacy &amp; Nutrition in the Council Bylaws effective immediately.</i>

---

**SUMMARY:**

On January 24, 2022, the College of Pharmacy & Nutrition considered and agreed to recommend to Council revisions to their Faculty Council membership (Appendix A). These Faculty Council Bylaws had last been updated in 2013.

On April 5, 2022, the Governance Committee of University Council considered and agreed to recommend to University Council the proposed revisions to the College of Pharmacy & Nutrition Faculty Council membership.

In summary, the revised Faculty Council reflect changes to:

- Membership specified for all Faculty Councils in accordance with the terms of University Council Bylaws
- Leadership positions in the College of Pharmacy & Nutrition
- Department structures and/or names of departments the Colleges of Medicine, Arts & Science, and Agriculture
- Undergraduate and graduate student representation
- Non-voting administrative or resource personnel

**ATTACHMENTS:**

- A. Summary List of proposed New Faculty Council membership
- B. Updates to the Faculty Council Bylaws as of January 24, 2022 (with tracked changes)

## Membership

The following persons are members of the Council (\*denotes non-voting members)

- a. President of the University\*
- b. Provost and Vice President (Academic) of the University\*
- c. Vice President (Research) of the University\*
- d. Vice President (Finance and Resources) of the University\*
- e. Vice President (University Relations) of the University\*
- f. Vice Provost (Teaching, Learning, and Student Experience) of the University\*
- g. Vice Provost (Indigenous Engagement) of the University\*
- h. Chief Information Officer and Associate Vice President Information and Communications Technology of the University\*
- i. Dean of the College of Pharmacy and Nutrition
- j. Dean of the College of Graduate and Postdoctoral Studies or designate
- k. Dean, University Library or designate\*
- l. University Secretary or designate\*
- m. University Registrar or designate\*
- n. Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
- o. Such other persons as the Faculty Council may, from time to time, appoint in a non-voting capacity\*
- p. Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition.
- q. Department Heads or their designated representatives from the Department of Biomedical Sciences (1); Department of Pathology and Laboratory Medicine (1); Department of Food and Bioproduct Sciences (1); Department of Plant Sciences (1); Deans or designates of Arts and Science, Dentistry\*, Edwards School of Business, Kinesiology\*, Medicine\*, Nursing\*; Director or designate of School of Rehabilitation Sciences\*



- r. Undergraduate students from the Doctor of Pharmacy (PharmD) program (3); Bachelor of Science (Nutrition) program (1). Undergraduate student representatives will be named by the SPNSS (Saskatchewan Pharmacy and Nutrition Student Society).
- s. Graduate students from Pharmacy (MSc or PhD) (1); Nutrition (MSc or PhD) (1). Graduate student representatives will be named by the Graduate Programs Administrator.
- t. Executive Assistant to the Dean\*
- u. Administrative Officer (Undergraduate Affairs) \*
- v. Administrative Assistant (Dean's Office) \*
- w. Graduate Programs Administrator\*



**COLLEGE OF PHARMACY AND NUTRITION**

**COLLEGE GOVERNANCE**  
**Description and Bylaws**

**May 2013**

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# PART 1

## INTRODUCTION

**Governance in higher education** refers to the means by which postsecondary institutions are formally organized and managed.

In accordance with *The University of Saskatchewan Act (1995)* our university has a tricameral governance structure, which means it has three governing bodies:

The **Senate** is responsible for public issues and for giving graduates, the community and key stakeholders a voice in university affairs.

The **Board of Governors** is responsible for fiscal issues and administers and manages property, revenues and finances.

**University Council** is responsible for overseeing and directing the academic affairs of the University and has the authority to authorize the establishment or disestablishment of any college, department, or institute, and to provide for the University's affiliation or federation with any educational institution. Council also sets academic programs and standards for academic performance, determines enrollment quotas, and recommends to the President and the Board on budgetary matters and capital expenditures or any other matters that Council considers to be in the interests of the University. University Council is a representative elected body consisting of the President, the Provost and Vice-President Academic, two elected members of each College and affiliated and federated College, one of whom is usually the Dean, one student from each College, two librarians, and 54 faculty members-at-large

University Council mandates that each College must have its own Faculty Council with bylaws. The Bylaws of University Council define the membership of each college **Faculty**. Each Faculty, subject to the general control of the Council, has charge of all matters of scholarship within its College.

This document describes the College of Pharmacy and Nutrition's overall governance structure, including the College's Faculty Council as mandated by University Council.

## **PART 2**

# **COLLEGE GOVERNANCE AND STRUCTURE**

The governance of the College of Pharmacy and Nutrition refers to the internal structure, organization and management of its affairs. Its Chief Executive Officer, the Dean, is subject to the authority of the President and has general supervision over the direction of the work of the teaching and training of students within the College.

The structure of the College is divided into four areas:

- College Faculty Council
- College Forum
- College Management Committees
- Collegial Committees of Faculty

Together, these areas form the framework from which the College is managed and administered.

## **2.1 COLLEGE FACULTY COUNCIL**

### **2.1.1 Introduction**

The following bylaws (2.1.1 - 2.1.12) describe and set forth procedures relating to the governance of the Faculty Council of the College of Pharmacy and Nutrition. They are subject to the bylaws, policies and regulations of the University Council, which establishes faculty councils. To the extent that any previous resolutions of the Faculty Council or its predecessors, or any committee of that Council is inconsistent with these bylaws, the bylaws below have precedence.

### **2.1.2 Definitions**

**In these bylaws:**

- “University” means the University of Saskatchewan;
- “University Council” is the body responsible for overseeing and directing the university’s academic affairs, pursuant to The University of Saskatchewan Act, 1995.
- “College” means the College of Pharmacy and Nutrition, University of Saskatchewan;
- “Dean” means the Dean of Pharmacy and Nutrition, University of Saskatchewan;
- “Division” means a division (Pharmacy or Nutrition and Dietetics) of the College of Pharmacy and Nutrition;
- “Faculty Council” means the College of Pharmacy and Nutrition Faculty Council;
- “Chair” means the chair of the College of Pharmacy and Nutrition Faculty Council;

- “Secretary” means the secretary of the College of Pharmacy and Nutrition Faculty Council, and
- “Forum” means the College Forum of the College of Pharmacy and Nutrition.

### **2.1.3 Responsibilities**

Faculty Council is responsible for overseeing and directing the academic affairs of the College.

### **2.1.4 Duties**

The duties of Faculty Council are pursuant to the list of duties of Faculty Council as contained in the University’s Council Bylaws and include:

- To make recommendations to University Council concerning the requirements for admission to programs offered by the College;
- To establish and report to University Council on the number of students who may be admitted to the College’s programs of study and to report to University Council on the actual number of students admitted each year;
- To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- Subject to University Council’s examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the College;
- To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by Faculty Council, and to hear appeals of such decisions;
- To approve candidates for degrees, diplomas and certificates;
- To approve candidates for scholarships, prizes, and other awards and honours;
- To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council’s regulations governing academic misconduct; and
- To consider appeals from students in accordance with University Council’s regulations governing student appeals in academic matters.

## 2.1.5 Membership (approved by University Council September 20, 2012)

2.1.5.1 The following persons are members of ~~Faculty~~ Council: (\*denotes non-voting members)

- a) ~~the~~ President of the University\*
- b) Provost and Vice President (Academic) of the University\*
- c) Vice President (Research) of the University\*
- d) Vice President (Finance and Resources) of the University\*
- e) Vice President (University ~~Advancement~~ Relations) of the University\*
- f) Vice Provost (Teaching, ~~and~~ Learning, and Student Experience) of the University\*
- g) ~~Associate Vice President (Student and Enrolment Services)~~ Vice Provost (Indigenous Engagement) of the University\*
- h) Chief Information Officer and Associate Vice President (Information and Communications Technology) of the University\*
- i) Dean of the College of Pharmacy and Nutrition
- j) Dean of the College of Graduate and Postdoctoral Studies or designate ~~and Research~~\*
- k) Dean, University Library or dDesignate\*
- l) University Secretary or designate\*
- m) University Registrar or designate\*
- n) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity;
- o) Such other persons as the Faculty Council may, from time to time, appoint in a non-voting capacity\*
- ~~p) Associate Dean (Research and Graduate Affairs) of the College of Pharmacy and Nutrition~~
- ~~q) Associate Dean (Academic) of the College of Pharmacy and Nutrition~~
- ~~r) those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition~~
- p) Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition
- q) Department Heads or their designated representatives from the Department of Biomedical Sciences (1); Department of Pathology and Laboratory Medicine (1); Department of Food and Bioproduct Sciences (1); Department of Plant Sciences (1); Deans or designates of Arts

and Sciences, Dentistry\*, Edwards School of Business, Kinesiology\*, Medicine\*,  
Nursing\*; ~~Director~~Associate Dean or designate of School of Rehabilitation Sciences\*

~~s) Representatives from the following Colleges and Departments:~~

~~—o— College of Arts and Science: Department Head or Designate of: Chemistry (1);  
Mathematics and Statistics (1)~~

~~—p  
a  
g  
e  
6~~



- ~~College of Medicine: Dean or Designate (1); Department Head or Designate of: Anatomy and Cell Biology (1); Biochemistry (1); Community Health and Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1)~~
- ~~College of Agriculture and BioResources: Department Head or Designate: Animal and Poultry Science (1); Food and Bioproduct Sciences (1)~~
- ~~College of Kinesiology: Dean or Designate (1)~~
- ~~College of Nursing: Dean or Designate (1)~~
- ~~College of Dentistry: Dean or Designate (1)~~
- ~~School of Public Health: Executive Director or Designate (1)~~
- ~~Edwards School of Business: Department Head or Designate of: Management and Marketing (1)~~
- ~~Toxicology Centre: Director or Designate (1)~~
- t) ~~Western College of Veterinary Medicine: Dean or Designate (1)~~
- r) \*—Undergraduate Students from the Doctor of Pharmacy (PharmD) program (3); Bachelor of Science (Nutrition) program (1). Undergraduate student representatives will be named by the SPNSS (Saskatchewan Pharmacy and Nutrition Student Society).
- Representatives:
  - ~~One student representative for every 100 students in the Pharmacy undergraduate program~~
  - ~~One student representative for every 100 students in the Nutrition undergraduate program~~
- s) One graduate student from either the Pharmacy or Nutrition graduate program Graduate students from Pharmacy (MSc or PhD) (1); Nutrition (MSc or PhD) (1). Graduate student representatives will be named by the Graduate Program Administrator.
- t) Executive Assistant to the Dean\*
- u) Administrative Officer (Undergraduate Affairs)\*
- v) Administrative Assistant (Dean's Office)\*
- w) Graduate Program Administrator

**2.1.5.2** Members who are on leave retain their right to participate in meetings but are not counted in quorum.

**2.1.5.3** In accordance with a duly approved motion of Faculty Council, Council may recommend changes in its membership to the University Council.

## **2.1.6 Appointment and Election of Members**

For those members of Faculty Council who are not members by virtue of their position as administrators or as members of the faculty of the College of Pharmacy and Nutrition, the following rules apply.

- 2.1.6.1** The representatives of departments from other colleges and schools shall be appointed by their academic unit and shall hold membership for a period as designated by their own academic unit. Representatives from other Colleges/departments may not hold a joint faculty position between the said College/department and the College.

- 2.1.6.2** The undergraduate students shall be appointed by SPNSS (Saskatchewan Pharmacy and Nutrition Students' Society) and shall hold membership for a period of 1 year.
- 2.1.6.3** The graduate student shall be appointed by the Pharmacy and Nutrition Graduate Council and shall hold office for a period of 1 year.
- 2.1.6.4** A member who is entitled under Faculty Council bylaws to delegate his or her membership may designate an individual to serve on Faculty Council with the same powers as the designator.

## **2.1.7 Officers**

**2.1.7.1** The officers of Faculty Council are the chair (Dean) and the Faculty Council secretary.

### **2.1.7.2 Chair**

- a. The chair shall be the Dean of the College of Pharmacy and Nutrition.
- b. Responsibilities:

The chair shall:

- preside at all meetings of Faculty Council, to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws,
- in consultation with the secretary, prepare a draft agenda for each meeting of Faculty Council and present it for approval at the meeting,
- in accordance with University Council's bylaws, transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school,
- ensure the maintenance of an archive of the proceedings and all approved minutes of Faculty Council meetings, and
- as the spokesperson for Faculty Council, explain the decisions, activities and procedures of Faculty Council.
- appoint one of the College's Associate Deans to serve in his or her absence.

The chair may seek the guidance and assistance of Faculty Council's Bylaws Committee with respect to matters of procedure.

### **2.1.7.3 Secretary**

- a. The secretary acts as the delegate of the University Secretary under University Council's Bylaws Part Three, Section V.1.E. The secretary shall be a member of the College's faculty.

b. Election Process

The secretary will be determined annually through a volunteer/nomination process, and vote. The Nominating Committee will invite Faculty Council members who are voting members to volunteer, if eligible, or to nominate a colleague who meets the criteria as stated in 2.1.5.1. Faculty Council members will then be asked to cast their vote for the secretary. The volunteer or nominee with the most votes will be appointed as secretary.

c. Responsibilities

The Faculty Council secretary shall:

- serve as the representative of the University Secretary,
- keep Faculty Council informed of policies and procedures as found in University Council bylaws and from University Secretary,
- serve as the parliamentarian for Faculty Council meetings,
- preside over election of Faculty Council officers, and
- undertake or delegate the following duties: a) the distribution of notice of meetings, agendas and minutes to all members of Faculty Council, b) the recording of attendance at all meetings and c) the recording of all motions, resolutions, and other decisions taken at meetings. The secretary will be assisted by the College's administrative staff to perform these duties.

## **2.1.8 Meetings**

### **2.1.8.1 Frequency**

Regular meetings of Faculty Council will be held in the Spring and Fall of each academic year.

### **2.1.8.2 Notices and Agendas**

Notice of regular meetings will be provided to all members no less than 30 days in advance of the meeting.

An agenda and all supporting material (if practical) shall be sent to Faculty Council members at least seven days in advance of the meeting.

### **2.1.8.3 Special Meetings**

A special meeting of Faculty Council may be held at any time upon the call of the chair, or in the chair's disability or absence, one of the Associate Deans as appointed by the chair. Upon the written petition of not fewer than ten Faculty Council members, the chair shall call a special meeting for the transaction of such business only as may be specified in the notification of the meeting. Special meetings require notice to all members not less than seven days in advance.

#### **2.1.8.4 Quorum**

The quorum for regular and special meetings will be 50% plus 1 of voting members.

#### **2.1.8.5 Postponement/Cancellation**

Any regular meeting may be postponed or cancelled at the call of the chair.

#### **2.1.8.6 Attendance and Participation**

Regular meetings of Faculty Council are normally open to the members of the university community and may at the discretion of the chair be open to the general public. Non-members may speak at the discretion of the chair but, unless they are voting members of the Faculty Council, are not entitled to vote.

#### **2.1.8.7 Conflict of Interest**

A member of Faculty Council who has a conflict of interest on an issue must declare that conflict to the chair. The chair will rule whether the member will remain for the discussion and/or vote on an issue.

Should the chair identify a conflict of interest for a member or members of Faculty Council, the chair may request the member or members be excused from the discussion and/or vote.

#### **2.1.8.8 *In Camera* Meetings or Portion of Meetings**

The chair may call for any meeting or portion of a meeting to be closed. Every member of Faculty Council, whether a voting or non-voting member, shall be entitled to attend closed meetings and sessions, unless that member has a conflict of interest, in which case the conflict shall be declared and the chair shall rule whether the member should remain.

#### **2.1.8.9 Meeting Procedures and Voting**

- a. Meetings shall be presided over by the chair or, in the absence or disability of the chair, one of the Associate Deans as appointed by the chair.
- b. A draft agenda will be prepared and approved at the beginning of each meeting. Notice of any substantive motions to be voted upon by Faculty Council will be included in advance in the agenda material. A 'substantive motion' refers to any motion dealing with a substantive matter which requires consideration by members of Faculty Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this definition will be determined by the chair. This requirement may be suspended upon vote of 2/3 of the members present and voting at a meeting.
- c. Notwithstanding Section E(4) and F(2), the convocation lists of degrees, certificates, honours and distinctions and the recommendations of convocation awards need not be included in advance in the agenda material but may be circulated at the meeting at which these items are considered.

- d. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a majority of votes of the members present. The chair shall not vote on a motion before Faculty Council except when there is an equal number of voting members supporting and opposing the motion.
- e. Voting will normally be by show of hands. A procedural motion to require a written vote must be seconded and approved by the majority.
- f. In matters requiring an urgent decision, and at the call of the chair, a motion may be put to the members electronically. Electronic approval of a two-thirds majority of the voting members of Faculty Council to any motion will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the next regular meeting.
- g. Any member may have his or her vote recorded in the minutes on request.
- h. For procedures not covered in these bylaws, Faculty Council adopts the rules of order contained in Procedures for Meetings and Organizations, Third Edition by Kerr and King.

## **2.1.9 Committees**

### **2.1.9.1 Establishment**

- a. Faculty Council may establish standing and ad hoc committees to facilitate its work and, subject to the approval of University Council and without jeopardizing Faculty Council's authority, may delegate decisions to its standing committees.
- b. Standing committees may create subcommittees.

### **2.1.9.2 Standing Committees**

Faculty Council will have, at a minimum, the following Standing Committees: Nominations Committee, Bylaws Committee, Academic Affairs Committee (AAC).

#### **a. Nominations Committee**

The Nominations Committee will develop Faculty Council committee memberships and nominate committee Chairs (except for chair of AAC – see below). These recommendations will be approved by Faculty Council.

In addition to its Faculty Council nominating duties, this committee will recommend committee membership for all other committees of the College for which membership is not currently established (for e.g. College Management Committees). These recommendations will be made to the College Executive.

**b. Bylaws Committee**

The Bylaws Committee will review Faculty Council and other College Bylaws on a yearly basis and recommend changes to the appropriate bodies (e.g. Faculty Council, College Executive).

**c. Academic Affairs Committee (AAC)**

The Academic Affairs Committee will deal with all academic matters, including admissions. The Committee will make recommendations to Faculty Council regarding student performance, graduation, admissions, scholarships and awards. The College's Associate Dean for Academic Affairs will chair this committee.

Several Subcommittees of AAC will assist in its responsibilities.

**i. Scholarships and Awards Committee**

This committee will recommend to Faculty Council individuals to receive scholarships and awards.

**ii. Pharmacy Curriculum**

This committee will review and make recommendations on the Pharmacy Curriculum.

**iii. Nutrition Curriculum**

This committee will review and make recommendations on the Nutrition Curriculum.

**iv. Student Misconduct Committee/Hearing Board**

This committee will deal with student misconduct issues and make recommendations to the AAC. This committee will only be formed as needed.

The AAC may create other committees as needed (e.g. Review of Admissions Criteria).

All standing committees and ad hoc committees will meet and report to Faculty Council at least once each academic year. Responsibility for calling committee meetings rests with the chair of each committee.

**2.1.9.3 Relationship to University Council**

- a.** Unless a motion of the Faculty Council passed in accordance with a delegation by University Council specifically provides otherwise, all recommendations of committees will be brought to the Faculty Council for consideration.

**2.1.9.4 Terms of Reference**

- a. All standing and ad hoc committees will have written terms of reference outlining their composition and accountabilities. Each committee will regularly review its own terms of reference, and recommend changes to Faculty Council as required. The membership and terms of reference of standing committees of Faculty Council as well as other committees of the College are specified in the Appendices (*to be added later*).

#### **2.1.9.5 Chairs of the Standing Committees**

- a. The AAC will be chaired by the College's Associate Dean for Academic Affairs. The Nominations and Bylaws Committees will be chaired by elected individuals of the College.
- b. The term of office for the chairs of the Nominations and Bylaws committees will be three years.
- c. Term of office for chairs of standing committees will begin July 1 unless otherwise provided by the Nominations Committee.
- d. Committees may appoint a vice-chair. In the absence of the chair, and where a vice-chair has been appointed, the vice chair will preside. In the absence of both the chair and vice-chair, the committee may appoint a member to chair the meeting.

#### **2.1.9.6 Membership**

- a. There is no requirement that committees be composed entirely of Faculty Council members.
- b. The Nominations Committee will nominate members of the committees.
- c. The Nominations Committee will nominate members for Faculty Council committees and will present its nominations to Faculty Council at the May meeting and otherwise as required when vacancies occur. It is the responsibility of the Nominations Committee of Faculty Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation. It will review the names of potential nominees submitted by Faculty Council members.

The Nominations Committee will present the slate to Faculty Council with sufficient names to fill the available positions. The chair of Faculty Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election. The election will be held only for those committees which have received nominations exceeding the available positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.

- d. The term of office for members of all committees will be three years. Term of office for members will begin July 1 unless otherwise provided by the Nominations Committee.



The term of student members and sessional lecturers will normally begin on September 1.

- e. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six consecutive months or more.
- f. In the case of a vacancy on a committee between meetings of Faculty Council, the Council delegates authority to fill the vacancy to the Nominations Committee in accordance with the membership requirements of the committee, for the balance of the academic year.
- g. The chair of Faculty Council is an ex officio non-voting member of all standing committees.
- h. An ex officio member of a committee may designate an individual to serve in her or his place with the same powers as the designator. During the period of designation, the ex officio member who initiated the designation may attend meetings of the Council.

#### **2.1.9.7 Quorum and Voting**

- a. The quorum for all standing committees except the Nominations Committee is a majority of the voting members. The quorum for the Nominations Committee is two-thirds of the voting members.
- b. Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The chair shall have the deciding vote in the case of a tie.

#### **2.1.9.8 Other**

- a. Committees shall ensure that minutes are taken at meetings; these minutes shall be made available to all members of Faculty Council.
- b. The chairs may seek the advice or assistance of Faculty Council with respect to particular items of business. The advice and assistance shall not contradict or conflict with policies of Faculty Council.

#### **2.1.10 Records**

**2.1.10.1** University Council Bylaws require that each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of Faculty Council. A copy of the proceedings shall, upon request, be furnished by the Faculty Council secretary to the chair of University Council and/or to the president of the university.

**2.1.10.2** Wherever practical, draft minutes, including a record of all motions and resolutions, from all regular and special meetings shall be circulated to all Faculty Council members with the agenda material for the next meeting, and will be presented for adoption at that meeting.

**2.1.10.3** Subject to section 4, the record of all general and special meetings shall, once adopted, be signed by the presiding chair and the recording secretary of the meeting and kept in the College Dean's Office where it shall be available for inspection by any member of Faculty Council.

**2.1.10.4** Records of motions from closed sessions may be deemed confidential by the chair and the related portion of the minutes may remain confidential at the discretion of the chair. In such cases the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

## **2.1.11 Independence and Conflict of Interest**

**2.1.11.1** Members of Faculty Council and its committees will have as their principal concern the welfare of the College and of the University. They will exercise independent judgment and may not act as agents of any person or organization [taken from University Council Bylaws, Part Two, Section V.1}.

**2.1.11.2** There are no restrictions on the right of a member of Faculty Council to participate in debate and to vote on any matter that comes before Faculty Council. However, if a member of Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose his or her interest when speaking on the matter in Faculty Council proceedings, and the disclosure will be recorded in the minutes. The member will abstain from voting.

**2.1.11.3** A member of a committee of Faculty Council will disclose and identify a conflict of interest (including a perceived conflict of interest), and will abstain from voting in committee proceedings on matters on which he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter. The minutes will reflect the disclosure and any abstention or withdrawal.

**2.1.11.4** The chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee, and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

## **2.1.12 Amendments**

A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members of Faculty Council not less than 30 days prior to the date of the meeting at which the motion is to be considered, and will require a 2/3 majority vote of those present and voting.

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

---

**PRESENTED BY:** Terry Wotherspoon, Chair, Governance Committee

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** **Proposed Revisions to Council Bylaws**

**COUNCIL ACTION:** **Request for Decision**

**MOTION:** *The Governance Committee recommends the approval of revisions to the University Council Bylaws (as attached) effective April 21, 2022.*

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**SUMMARY:**

On March 1, 2022, the Nominations Committee of Council considered draft revisions to the Council Bylaws (2021) as they pertain to nominations processes for Council committees and other USask committees where faculty membership is requested (Appendix A, points 1-4; 8-12). Following some minor revisions, the committee recommended the Bylaws changes to the Governance Committee.

On March 8, 2022, the Governance Committee considered the proposed revisions to the Council Bylaws as submitted by the Nominations Committee. They also considered updates to their own Terms of Reference regarding the committee's role in considering University policies, conflict of interest, and requirements for making minor updates to the Bylaws on an annual basis.

Those recommended revisions to the Council Bylaws (Attachment B) were duly presented as a notice of motion to Council on March 17, 2022. Two minor changes were recommended, as documented in Appendix A and reflected in the revised Bylaws in Appendix B.

**ATTACHMENTS:**

- A. Summary List of Proposed Council Bylaws Revisions
- B. Draft Updates to University Council Bylaws (with tracked changes)

## Appendix A – Summary List of Proposed Council Bylaws Revisions

<b>COUNCIL BYLAWS: PROPOSED REVISIONS</b>			
Submitted to University Council as Request for Decision April 21, 2022			
<b>No.</b>	<b>Page</b>	<b>Section</b>	<b>Rationale</b>
1	10	Part One IV.1(d)	The Bylaws are silent on appointment of committee vice chairs. This statement acknowledges the role of vice chairs and reflects current practice.
2	10	Part One IV.1(e)	Adding EDI to nominations requirements
3	11	Part One IV.1(k)	With a required 3-year term on a committee, if there are no GAA vacancies, the former Council member stays on the committee. This results in too many GAA members on the committee, contravening the Terms of Reference. Instead, the Nominations Committee will determine the length of the term to match the Council member's term and Council vacancy on the committee.
4	11	Part One IV.1(m)	Same as Part One IV.1(k). Adding caveat that this does not apply to the Nominations and Governance Committees, whose members may only be Council members.
5	13	Part One V.1(c)	Sessional lecturers are sometimes also staff. This creates a conflict of interest for staff members (but not faculty), who do not have a decision-making role in academic governance.
6	17	Part Two II.11	There are many University Policies within the purview of Council, and/or jointly in the purview of Board, Senate, and Council (e.g., Living Our Values, EDI). The responsibility for review and recommendations of policies within Council's purview is not delegated to a Council Committee. Except research integrity and ethics with RSAW, and academic programs with APC. This responsibility fits with the Governance Committee and should be specified.
7	17	Part Two II.12	Syntactical and technical corrections come about regularly. Council should deal with these systematically and efficiently. Once annually is appropriate, unless there is time sensitivity, hence "or as needed".
8	19	Part Two IV.1&2	Adding acronym for GAA and adding nominating GAA members to committees, as this is part of the role, e.g., Search & Review Committees.
9	19	Part Two IV.8	Specifying representatives of Council committees only.
10	20	Part Two IV.8(f)	Same as Part One IV.1(k) and (m)
11	20	Part Two IV.8(g)	This is a current practice but is not specified anywhere in the Bylaws. Other than Part One III.4(e)(ii) page 8, where members who are unable to attend Council meetings for more than 6 months during their term creates a vacancy. This implies that it should apply to committee service as well, but it is not spelled out. However, it should not be a requirement, only an option.
12	20	Part Two IV.8(i)	Part One IV.1(e), adding EDI to the nominations requirements.
13	35	Part Three V.1.A(b)	Add "or designate" option for the Provost on Faculty Council memberships
14	39	Part Three V.1.B, Law (p)(q)(t)	Change "Native" Law Centre to "Indigenous" Law Centre, which was approved by Council in 2019; and "Aboriginal" to "Indigenous" Law Students' Association per Law Faculty Council February 14, 2022.

Updates following March 17, 2022, Notice of Motion to University Council			
15	16	Part Two II (12) Governance Committee	Following the Governance Committee meeting on April 5, 2022, added "including position including position titles, e.g., for senior leaders in Council committee terms of reference", which comes up regularly.
16	19	Part Two IV (2) Nominations Committee	In the Nominations Committee Terms of Reference add "or GAA" to committees on which membership has been requested.
17	26	Part Two VIII TLARC membership	Add "or designate" to the Dean of Library membership, in keeping with practice over the last decade, similar to RSAW, and with agreement of the Dean, the Governance Committee, and confirmed with the Chair of TLARC



## ***Council Bylaws and Regulations***

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April 15, 1999 with revisions: September 1999; October 2000; May, September 2001; February, March, June, October, November, December 2002; February, May, June, Sept. 2003; January, May, June, September 2004; January, February, April, June, September 2006; January, May, June, October, December 2007; March, June, October 2008; February, March 2009; May, October 2010; January, February, May, June 2011; March, June, September 2012; January, April, June, December 2013; June, December 2014; January, February, March, May, September 2015; January, February, April, May, November 2016; February, March, August, November, December 2017; April, May, July 2018; September, December 2019; February 2020; May, June, November, 2020; January, October, November 2021; April 2022

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## **PART ONE**

### **I. CONSTITUTIONAL POWERS AND DUTIES OF COUNCIL**

*The University of Saskatchewan Act, 1995*, S.S. 1995, c. U-6.1 prescribes the constitution, powers, and duties of Council. Section 60 of the Act provides that Council is responsible for "overseeing and directing the university's academic affairs." Section 61 provides a list of specific matters that fall within the jurisdiction of Council.<sup>1</sup> These include the following: (the list is not exhaustive)

- grant academic degrees, diplomas and certificates of proficiency;
- grant scholarships, prizes, fellowships, bursaries and exhibitions;
- authorize the Board on academic grounds to establish or disestablish a college, school, department, chair or institute;
- authorize the Board on academic grounds to provide for or to dissolve affiliation or federation with another educational institution;
- prescribe curricula, programs of instruction and courses of study;
- prescribe methods and rules for evaluating student performance;
- discipline students for academic dishonesty;
- prescribing academic and other qualifications for admission;
- hear appeals by students or former students concerning academic decisions affecting them;
- prescribe the number of students to be admitted to a college or program;
- review library policies;
- review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or the Board;
- exercise power that the Board or Senate may delegate to it;
- appoint members to committees composed of members of Council and any or all of the Board, the Senate and the General Academic Assembly;
- make bylaws governing election of members;
- make bylaws respecting any matter over which it has jurisdiction;
- make recommendations to the President, the Board or Senate respecting any matter that Council considers to be in the interests of the University;
- do anything that it considers necessary, incidental or conducive to the exercise of its powers to promote the best interests of the University or to carry out the purposes of the Act.

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<sup>1</sup> The exercise of some of these powers is subject to review by the General Academic Assembly and, in some cases, involves the Board of Governors or the Senate.

## II. ELECTION OF FACULTY MEMBERS TO COUNCIL

1. The University Secretary will oversee the call for nominations and election of members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.
2. The Act defines a faculty member as “a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian.”
3. A faculty member may choose to stand for election under one of the following sections:
  - (a) Section 53(2)(b), [53(2)(d) - in the case of Librarian]  
  
“one faculty member representing each college or affiliated and federated college who is a member of the college and who has been elected by the members of the college;”
  - (b) Section 53(2)(c), [53(2)(e) - in the case of Librarian]  
  
“one representative, in addition to the member mentioned in clause (b), representing each college or affiliated and federated college who is either:
    - (i) the Dean of the college, or a member of the college, who has been elected by the members of the college; or
    - (ii) if there is no election, the Dean of the college;”
  - (c) Section 53(2)(i)  
  
“54 faculty members who have been elected by faculty members.”
4. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
5. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters for positions referenced in sections 53(2)b, c, d, e, and i.
6. If there is a nomination or nominations under section 53(2)(c), or 53(2)(e), the Dean of the college or Dean, University Library, as the case may be, will be so informed and asked if they wish to stand for election under this section.
7. In the event that insufficient nominations are received for faculty members at large under Section 53(2)(i) to fill the vacant positions, then those nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.

8. In the event that insufficient nominations are received to fill the vacant positions for faculty members at large under Section 53(2)(i) following a second call for nominations, the Nominations Committee of Council will be asked to nominate faculty members to fill the vacant positions for a one-year term.
9. In the event that no nominations are received by the deadline for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then a second call for nominations will be sent.
10. If after two calls for nominations no candidate comes forward for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then the Dean or the college committee charged with nominations will be asked to ensure that a candidate is nominated. The Secretary will run the election in the event that more than one nominee comes forward for a position from that process.
11. In the event that two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.
12. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.
13. A vacancy on Council for a college representative under Section 53 (2) (b) or (c), a Librarian under Section 53 (2) (d) or (3) or a faculty member under Section 53 (2) (i) shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election.

### **III. PROCEDURAL BYLAWS OF COUNCIL**

#### **1. Quorum for Meetings**

- (a) The quorum for regular and special meetings will be 40%.

#### **2. The Duties of Chair and Vice-Chair**

- (a) The duties of the Chair will be carried out by the Vice-Chair when, for any reason, the Chair is unable to discharge these duties.
- (b) If the Vice-Chair is required to act as Chair for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-Chair until the Vice-Chair is able to resume the position of Vice-Chair.
- (c) If the Chair, the Vice-Chair and the acting Vice-Chair are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.

- (d) The Chair will preside over all meetings of Council. The Chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- (e) The Chair will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.
- (f) The Chair will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.
- (g) The Chair may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chair.
- (h) The Chair will be the spokesperson for Council in communications with the Board, the Senate, the General Academic Assembly and the public. In this respect, the role of the Chair is to explain the activities and to communicate the policies of Council.

### **3. Selection and Removal of the Chair and Vice-Chair**

- (a) The Chair and Vice-Chair will be selected as hereinafter provided.
- (b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.
- (c) A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.
- (d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.
- (e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Nominations Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.
- (f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee will select the Chair by lot.
- (g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to

nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.

- (h) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.
- (i) The Chair and Vice-Chair will normally hold office for a period of 2 years.
- (j) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.
- (k) If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

#### **4. Council Membership**

- (a) Annual elections for Council will be completed by March 31.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a Dean, the acting Dean or a new Dean appointed during the term of the incumbent Dean will occupy the position of Dean with voice and vote until the expiration of the incumbent Dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
  - (i) a member resigns from Council or ceases to be an employee of the University, or
  - (ii) a member is unavailable to attend meetings of Council for a period of greater than six months during their term.
- (f) All Council members, other than *ex officio* members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

#### **5. Council Meetings**

- (a) Council meetings will be open except when Council decides to have them closed.

- (b) Council will meet monthly during the academic term (September - June) except in February. The Chair can call a meeting during a month when a meeting is not normally scheduled.
- (c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair.
- (d) Special meetings of Council can be called by the Chair or by petition of 20% of the members of Council.
- (e) A motion to amend the Bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in Bylaws (e) and (h), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chair.
- (g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
- (i) In the event of an emergency situation as declared jointly by the President and Chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in *Procedures for Meetings and Organizations, Third Edition by Kerr and King*.
- (k) Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

#### **IV. THE COMMITTEES OF COUNCIL**

##### **1. Creation and Composition of Council Committees**

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council

members.<sup>2</sup> Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.

- (b) The committees specified in Part Two of these Bylaws are created as standing committees.
- (c) The Governance Committee will nominate the members and Chair of the Nominations Committee.
- (d) The Nominations Committee will nominate members, including the Chairs, of Council committees. Chairs of Council committees will appoint their vice chairs. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (e) The Nominations Committee will present its nominations to Council at the May meeting and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus, as well as equity, diversity and inclusion (EDI). It will review the names of potential nominees submitted by faculty, Department Heads and Deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees that have received nominations exceeding the available positions. The ballot will be prepared and distributed by the University Secretary. The ballot will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.

- (f) The President and the Chair of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting.

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<sup>2</sup> The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

- (g) An *ex officio* member may designate an individual to serve in their place on a committee of Council with the same powers as the designator. Such designations shall last for twelve months and are subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in their place. To initiate the designation, the *ex officio* member will inform the Chair of Council and the Chair of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.
- (h) The USSU and GSA will name their appointees to Council committees for the year from May 1 to April 30.
- (i) Resource personnel and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.
- (j) Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.
- (k) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee to ensure regular turnover on Council committees. Terms are renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chair will be one year, renewable annually for up to two additional one-year terms. Once the Chair has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chair of that same committee. The renewal of the Chair is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex officio* members of a committee.
- (l) The terms of student and Sessional Lecturer members will be one year.
- (m) When a committee member is appointed as a member of Council, if there is a GAA vacancy on said committee their term ~~will can on the committee be completed even may be completed~~ if they cease to be a member of Council provided they are and remain a faculty member, at the discretion of the Nominations Committee. This excludes the Nominations Committee and the Governance Committee, whose membership is restricted to Council members.
- (n) In the event of a vacancy on a Council committee, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee as specified in Part Two of the bylaw is maintained.

## **2. Committee Responsibilities**

- (a) The responsibilities of the standing committees are set out in Part Two of this document.



- (b) All standing committees will meet and report to Council at least once each academic year.
- (c) Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.
- (d) The quorum for standing committee meetings is a majority of the voting members. The quorum for the Nominations Committee is two-thirds of the voting members.
- (e) Unless a motion of Council specifically provides otherwise, all recommendations of committees will be brought to Council for approval or change. Generally, committee recommendations are presented to Council in the form of reports.
- (f) Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that Council considers to be in the interests of the University. A matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.
- (g) The constitutional structure of the University provides for shared jurisdiction over matters. Consequently, it may be necessary for the President, acting as the chief administrator of the University, or the Board to seek the advice or assistance of a Council committee with respect to a particular matter. The power of a committee to provide advice or assistance to the President or the Board is specified in Part Two of these Bylaws or will be given by Council. The advice and assistance will not contradict or conflict with the Bylaws of Council.
- (h) A committee that provides advice and assistance pursuant to clause (f) will report to Council the general nature of the advice. However, the Committee need not report to Council on matters the disclosure of which would be inimical to the interests of the University. These matters will be disclosed to the governance committee at the request of the Chair of Council.

## V. CONFLICT OF INTEREST

### 1. Council Proceedings

- (a) It is necessary to distinguish between the roles of the “representative” members of Council, on the one hand, and the “at large” and *ex officio* members, on the other, with respect to their obligations to bring pertinent information to Council or to committees of Council and to report back to their constituents. However, there is no distinction with respect to the exercise of judgment and decision-making in Council meetings and in deliberations of a committee of Council. *Members of Council and members of committees of Council will have as their principal concern the welfare of the University community.* They will exercise independent judgment and may not act as agents of any person or organization.
- (b) There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before Council. However, a Council member

who has a conflict of interest with respect to a matter that comes before Council will disclose the conflict when speaking on the matter in Council proceedings.

## **2. Committees of Council**

- (a) A member of a committee of Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest.

~~(b)~~ A member of a committee will disclose and identify any conflict of interest or perceived conflict of interest affecting that member.

~~(b)(c)~~ Sessional Lecturer members cannot also be full-time employees in another bargaining unit

~~(e)(d)~~ A member of a committee will abstain from voting in committee proceedings on matters on which they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.

~~(e)(e)~~ The Chair or a member of a committee will be entitled to raise the question of whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.

~~(e)(f)~~ The Chair or a member of a committee is entitled to ask another member who has or is perceived to have a conflict of interest to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

~~(f)(g)~~ If a request referred to in paragraph (e) to withdraw from the deliberations of the committee or to refrain from voting on a matter before the committee is denied by the member to whom the request is directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

## **3. Conflict of Interest Defined**

A conflict of interest exists for a member of Council or a member of a Council committee when, with respect to a matter being considered by Council or the committee:

- (a) the decision being made is such that the member could not reasonably be expected to exercise independent judgment because of the effect the decision would or would be likely to have on the member or a person closely related or closely associated with the member; or
- (b) as a result of occupying a position or holding an office in an organization, the person is legally obligated to subordinate the interests of the University to the interests of the organization when dealing with the matter.

## **PART TWO**

### **COUNCIL COMMITTEES**

#### **I. ACADEMIC PROGRAMS COMMITTEE**

##### **Membership**

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

##### **Ex Officio**

Vice-Provost, Teaching, Learning, and Student Experience

University Registrar

Vice-President, Finance & Resources or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

##### **Resource Personnel (Non-voting members)**

Assistant Vice-Provost, Strategic Enrolment Management

Associate Provost, Institutional Planning and Assessment

Associate Registrar, Academic

##### **Committee Coordination**

Governance Office

##### **The Academic Programs Committee is responsible for:**

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

responsible for the administration of an academic program, and forwarding recommendations to the planning and priorities committee.

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

## II. GOVERNANCE COMMITTEE

### Membership

Three elected members of Council, one of whom will be Chair  
President's designate  
Chair of Council  
Chair, Academic Programs Committee of Council  
Chair, Planning and Priorities Committee of Council

### Ex Officio (non-voting)

University Secretary

### Student members (non-voting)

One graduate student appointed by the GSA  
USSU President or designate

### Committee Coordination

Governance Office

### The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating Council members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 10) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

11) ~~Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.~~

**Commented [A1]:** This already happens in practice, and unclear if not specified. Lack of clarity sometimes results in redundant reporting by proponents to PPC, Governance, and other Committees of Council

12) To annually (or as needed) ~~approve~~ submit to University Council -syntactical or technical corrections to the Bylaws (e.g., position titles) ~~to the University Council Bylaws and report them to Council for information for approval, including position titles, e.g., for senior leaders in Council committee terms of reference.~~

**Commented [A2]:** Added following the April 5, 2022 Governance Committee meeting.

### **III. EXECUTIVE COMMITTEE**

#### **Membership**

Chair of Council, who shall be Chair  
Vice-Chair of Council  
Chairs of Council Committees

#### **Committee Coordination** Governance Office

#### **The Executive Committee is responsible for:**

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

#### **Strategic Executive Subcommittee**

##### Membership:

- Chair of University Council (chair)
- Chairs of the Research, Scholarly, and Artistic Work, Planning and Priorities and Academic Programs Committees of Council
- Provost & Vice-President Academic
- Associate Provost, Institutional Planning and Assessment
- Vice-President, Finance and Resources
- Other individuals, including Council chairs, Council members, and members of the University administration can be invited as guests, as required
- Governance Office

This Subcommittee will meet a minimum of 2 times per year, or otherwise as needed.

This Subcommittee will consider the development of strategic academic initiatives in support of the University Plan. This Subcommittee will facilitate communication channels in this context, and provide advice and counsel on the progress of these initiatives through Council oversight.

## IV. NOMINATIONS COMMITTEE

### Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

### Ex Officio Members (non-voting)

President

Chair of Council

### Committee Coordination

Governance Office

### The Nominations Committee is responsible for:

- 1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council committees as required.
- 5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 6) Nominating individuals to serve on search and review committees for senior administrators.
- 7) Advising the University Secretary on matters relating to Council elections.
- 8) Designating individuals to act as representatives of the a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

**Note:** (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

- (b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

**Commented [A3]:** This is needed for Search and Review Committees, and others as requested

**Commented [A4R3]:** We get lists of new Sessional Lecturers in December for T2

**Commented [A5]:** Revised following March 17, 2022 Council meeting NOI

**Commented [A6]:** Should these nominations occur in the Fall given the need for most recent membership lists?

**Commented [A7]:** There has been a practice/understanding that senior leaders, i.e. AD and up should not be selected as chairs of Council or Council committees. Should this be stated in the Bylaws?

**Commented [A8R7]:** I think it would be useful to formalize this practice in the Bylaws



- (c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.
- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The Nominations Committee will ~~attempt to~~ solicit nominations widely from Council and the General Academic Assembly.

~~—(f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider -ensure regular turnover,- the composition of committee membership, and the alignment of Council terms.~~

~~on Council committees.~~

~~—(g) When a member of Council is appointed to a Council committee, the term of membership on the Council committee will can be completed even if the individual ceases to be a member of Council provided the member is and remains a faculty member, and only if there is a GAA vacancy on said committee. This proviso excludesdoes not apply to the Nominations and Governance committees, whose memberships are comprised only of Council membersfor which membership is restricted to members of Council.~~

~~(ghg) The Nominations Committee will nominate term replacements for Council members taking sabbatical, and administrative or other leaves of greater than one year or greater, equivalent to the length of the leave. Council members going on sabbatical or administrative leave of greater than six months in the final year of their term on Council may choose to take a leave from their Council position and complete the three-year term upon return from their leave, or to resign from their Council position.~~

~~(hi) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.~~

~~(jiih) In nominating individuals to Council and other university committees, the Nominations Committee will strive to achieve a balance of equity, diversity, and inclusion. To the extent possible, considerations will be given to equity inin representation.~~

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## **V. PLANNING AND PRIORITIES COMMITTEE**

### **Membership**

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

One Dean appointed by Council

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One Sessional Lecturer

### **Ex Officio Members**

Provost and Vice-President, Academic or designate

Vice-President, Finance & Resources or designate

Vice-President, Research or designate

Vice-Provost, Indigenous Engagement

President (non-voting member)

Chair of Council (non-voting member)

### **Resource Personnel (Non-voting members)**

Deputy Provost

Director of Resource Allocation and Planning

Director of Assessment and Analytics

Chief Information Officer and Associate Vice-President Information and Communications Technology

Executive Director, International – Office of the Vice President Research

### **Committee Coordination**

Governance Office

### **The Planning and Priorities Committee (PPC) is responsible for:**

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2) Evaluating college and unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.
- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Undertaking the review and recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.

- 7) Undertaking the review and recommending to Council on the establishment, disestablishment, or review of any institute or centre at the University in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.
- 8) Undertaking the review and recommending to Council on proposed or continuing affiliation or federation of other institutions with the University, in consultation with the Academic Programs Committee.
- 9) Balancing academic and fiscal concerns in forming its recommendations.
- 10) Providing advice to the President on budgetary implications of government funding requests and reporting to Council.
- 11) Considering the main elements of the comprehensive budget and financial reports and reporting to Council.
- 12) Integrating and recommending to Council on matters referred to it from other Council committees.
- 13) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time-to-time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.
- 14) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 15) Proactively supporting equity, diversity, and inclusion in all processes and matters coming before the Committee.

#### **Centres Subcommittee**

The mandate of the PPC Standing Subcommittee on Centres is:

- To facilitate the creation of new centres
- To monitor adherence to the Centres Policy
- To develop and review the Centres Policy and Guidelines
- To oversee the establishment and disestablishment of centres
- To maintain a list of active centres
- To report on and bring recommendations on these issues to PPC

Membership on this Subcommittee will be drawn from the Academic Programs, Planning and Priorities, and Research, Scholarly and Artistic Works Committees of Council, the offices of the provost, vice-president finance, and vice-president research, centre directors, and will be supported by the Governance Office.

## **VI. RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE**

### **Membership**

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.  
One of the nine members will be an Assistant or Associate Dean with responsibility for research.  
One undergraduate student appointed by the USSU  
One graduate student appointed by the GSA

### **Ex Officio**

Vice-President, Research  
Dean of the College of Graduate and Postdoctoral Studies  
Dean of the University Library (or designate)  
President (non-voting member)  
Chair of Council (non-voting member)

### **Resource Members (non-voting)**

Director, Research Services and Ethics  
Director, Strategic Research Initiatives

### **Committee Coordination**

Governance Office

The Research, Scholarly, and Artistic Work Committee is responsible for oversight of research, scholarly, and artistic activity at the University, as academic activities under Council's purview. It is responsible for:

- 1) Recommending to Council on issues and strategies to support research, scholarly, and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly, and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President, Research on community engagement and knowledge translation activities related to research, scholarly, and artistic work.
- 4) Providing advice to the Vice-President, Research and reporting to Council on issues relating to the granting agencies that provide funding to the University.
- 5) Providing advice to the Vice-President, Research, the Vice-Provost, Teaching, Learning, and Student Experience, and the Dean of the College of Graduate and Postdoctoral Studies on the contributions of undergraduate and graduate students and postdoctoral fellows to the research activity of the University.
- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly, or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.

- 7) Receiving an annual reports from the Vice-President, Research and the Dean of College of Graduate and Post-Doctoral Studies.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.
- 9) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

## **VII. SCHOLARSHIPS AND AWARDS COMMITTEE**

### **Membership**

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Vice-President, Academic of the USSU

Vice-President, Finance of the GSA

An Indigenous representative from the Aboriginal Students' Centre or a college undergraduate affairs office.

### **Ex Officio**

Provost and Vice-President, Academic or designate

Dean of the College of Graduate and Postdoctoral Studies or designate

Vice-Provost, Teaching, Learning, and Student Experience or designate

Vice-President, University Relations or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

### **Resource Personnel (non-voting)**

Director of Graduate Awards and Scholarships

Director of Finance and Trusts, University Relations

University Registrar

Associate Registrar (Bursar)

### **Committee Coordination**

Office of the Registrar

### **The Scholarships and Awards Committee is responsible for:**

- 1) Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships, and bursaries that are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

## VIII. TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

### Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Indigenous teaching and learning. Normally one of the five members of Council will be appointed Chair of the Committee.

One Sessional Lecturer

One graduate student appointed by the GSA

One undergraduate student appointed by the USSU

Vice-Provost, Teaching, Learning, and Student Experience

### Resource Personnel (non-voting)

Chief Information Officer and Associate Vice-President, Information and Communications Technology

Dean, University Library **or designate**

Director, Distance Education Unit

Director, Gwenna Moss Centre for Teaching and Learning

Director, Academic Technology

Director, Indigenous Initiatives

**Commented [A9]:** Change requested by the Dean and Associate Dean of the Library following the March 17, 2022 NOI to Council

### Committee Coordination

Office of the Vice-Provost, Teaching, Learning, and Student Experience

### The Teaching, Learning and Academic Resources committee is responsible for:

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities Committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.
- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) The Committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenous, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

## **IX. JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS**

### **Membership**

Provost & Vice-President, Academic or designate (chair)  
One member of Council appointed by Council  
One member of the Board of Governors appointed by the Board  
One member of the Research, Scholarly and Artistic Work Committee appointed by Council;  
University Secretary or designate;  
Vice-President, Research or designate;  
Vice-President, University Relations or designate;  
Vice-President, Finance & Resources or designate

### **Committee Coordination**

Office of the Vice-Provost, Faculty Relations

### **The Joint Committee on Chairs and Professorships is responsible for:**

- 1) Developing and reviewing procedures and guidelines relating to the establishment, funding, and ongoing administration of chairs at the University of Saskatchewan.
- 2) Receiving and reviewing proposals for the establishment of all chairs and Professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity.
- 3) Recommending to Council the approval of proposed chairs, and subsequently recommending to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time-to-time.
- 4) Receiving notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*.
- 5) Submitting an annual report to Council and the Board on the activities of the Joint Committee on Chairs and Professorships.



## **PART THREE**

### **COUNCIL REGULATIONS**

#### **INTRODUCTION**

Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under *The University of Saskatchewan Act, 1995*, (hereinafter referred to as “the Act”), the authority over these academic regulations was transferred to Council.

Specific instances where procedures are mandated by the Act are identified.

#### **I. DEGREES, DIPLOMAS AND CERTIFICATES**

1. (a) The following degrees are authorized by Council to be granted by the University:

##### **Graduate Level**

Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)  
Master of Agriculture (M.Agr.)  
Master of Arts (M.A.)  
Master of Business Administration (M.B.A.)  
Master of Education (M.Ed.)  
Master of Engineering (M.Eng.)  
Master of Environment and Sustainability (M.E.S.)  
Master of Fine Arts (M.F.A.)  
Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)  
Master of International Public Management and Administration (M.I.P.M.A.)  
Master of Laws (LL.M.)  
Master of Mathematics (M.Math.)  
Master of Music (M.Mus.)  
Master of Northern Governance and Development (M.N.G.D.)  
Master of Nursing (M.N.)  
Master of Physical Therapy (M.P.T.)  
Master of Professional Accounting (M.P.Acc.)  
Master of Public Administration (M.P.A.)  
Master of Public Health (M.P.H.)  
Master of Public Policy (M.P.P.)  
Master of Scholarship in Teaching and Learning (M.SoTL.)  
Master of Science (M.Sc.)  
Master of Sustainability (M.Ss.)  
Master of Veterinary Science (M.Vet.Sc.)  
Master of Water Security (M.W.S.)

##### **Undergraduate Level**

Bachelor of Arts and Science (B.A.&Sc.)  
Bachelor of Arts and Science Honours (B.A.&Sc.)

Bachelor of Arts Three-year (B.A.)  
Bachelor of Arts Four-year (B.A.)  
Bachelor of Arts Honours (B.A.)  
Bachelor of Commerce (B.Comm.)  
Bachelor of Education (B.Ed.)  
Bachelor of Fine Arts Honours (B.F.A.)  
Bachelor of Music (B.Mus.)  
Bachelor of Music Honours (B.Mus.)  
Bachelor of Music in Music Education [B.Mus.(Mus.Ed.)]  
Bachelor of Science Three-year (B.Sc.)  
Bachelor of Science Four-year (B.Sc.)  
Bachelor of Science Honours (B.Sc.)  
Bachelor of Science in Agribusiness [B.Sc.(Agbus.)]  
Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)]  
Bachelor of Science in Agriculture (B.S.A.)  
Bachelor of Science in Animal Bioscience [B.Sc.(An.Biosc.)]  
Bachelor of Science (Biomedical Science) Three-Year [B.Sc. (BMSC) Three-Year]  
Bachelor of Science (Biomedical Science) Four-Year [B.Sc. (BMSC) Four-Year]  
Bachelor of Science (Biomedical Science) Honours [B.Sc. (BMSC) Honours]  
Bachelor of Science in Dentistry [B.Sc.(Dent.)]  
Bachelor of Science in Engineering (B.E.)\*  
Bachelor of Science in Kinesiology [B.Sc.(Kin.)]  
Bachelor of Science in Nursing (B.S.N)  
Bachelor of Science in Nutrition [B.Sc.(Nutr.)]  
Doctor of Dental Medicine (D.M.D.)  
Doctor of Medicine (M.D.)  
Doctor of Pharmacy (Pharm.D.)  
Doctor of Veterinary Medicine (D.V.M.)  
Juris Doctor (J.D.)

**Combined Degree**

Bachelor of Science Kinesiology/Bachelor of Education Combined Degree  
[B.Sc.(Kin.)/B.Ed.]

(b) The following Honorary degrees are authorized by Senate to be granted by the University:

Doctor of Civil Law, honoris causa, D.C.L.  
Doctor of Laws, honoris causa - LL.D.  
Doctor of Science, honoris causa - D.Sc.  
Doctor of Letters, honoris causa - D.Litt.

(c) The following Degree-Level Diplomas and Certificates are authorized by Council to be granted by the University:

**Degree Level Diplomas and Certificates**

**Graduate Level**

Postgraduate Diploma  
Postgraduate Degree Specialization Certificate  
Graduate Certificate in Community Energy Finance and Planning  
Graduate Certificate in Economic Analysis for Public Policy

Graduate Certificate in Energy Transitions  
Graduate Certificate in Governance Foundations for Sustainability  
Graduate Certificate in Improving Teaching and Learning in Health Professions Education  
Graduate Certificate in Non-Profit Management  
Graduate Certificate in One Health  
Graduate Certificate in Public Management  
Graduate Certificate in Public Policy Analysis  
Graduate Certificate in Quality Teaching in Health Professions Education  
Graduate Certificate in Rotating Small Animal Veterinary Internship  
Graduate Certificate in the Scholarship of Teaching and Learning  
Graduate Certificate in Social Economy and Cooperatives  
Graduate Certificate in Specialty Internship in Veterinary Internship  
Graduate Certificate in Sustainable Water Management  
Graduate Certificate in Sustainability Solutions  
Graduate Certificate in Veterinary Diagnostic Pathology  
Graduate Certificate in Water Resources  
Graduate Certificate in Water Science

**Undergraduate Level**

Aboriginal Business Administration Certificate  
Aboriginal Teacher Associate Certificate  
Certificate in Biological Research  
Certificate in Business  
Certificate in Catholic Studies  
Certificate in Classical and Medieval Latin  
Certificate in Computing  
Certificate in Criminology and Addictions  
Certificate in Early Childhood Education  
Certificate in Entrepreneurship  
Certificate in Ethics, Justice, and Law  
Certificate in Global Health  
Certificate in Global Studies  
Certificate in Indigenous Governance and Politics  
Certificate in Indigenous Languages  
Certificate in the Study of Indigenous Storytelling  
Certificate in Indigenous Studies  
Certificate in Jazz  
Certificate in Jewish and Christian Origins  
Certificate in Medical Language  
Certificate in One Health  
Certificate in Politics and Law  
Certificate in Practical and Applied Arts  
Certificate in Professional Communication  
Certificate in Secondary Technical Vocational Education  
Certificate in Sustainability  
Certificate in Teaching English as a Second Language  
Certificate in Technological Innovation  
Certificate in Urban Design  
Certificate in Water Science  
Certificate in wicéhtowin Theatre

Certificate of Leadership in Post-Secondary Education  
Internationally Educated Teachers Certificate  
Kanawayiketaytan Askiy Certificate  
Post-Degree Specialization Certificate  
Post-Degree Certificate in Career and Guidance Studies  
Post-Degree Certificate in English as an Additional Language  
Post-Degree Certificate in Education: Special Education

**Diplomas**

Diploma in Agribusiness  
Diploma in Agronomy  
Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance - K.A.I.L.G.  
Kanawayihetaytan Askiy Diploma in Indigenous Resource Management – K.A.I.R.M.

- (d) The following Non-Degree Level Certificates are authorized by the Provost and Vice-president Academic to be granted by the University:

Certificate in Adult and Continuing Education  
Certificate in Dental Assisting  
Executive Business Administration Certificate  
Certificate in English of Academic Purposes  
Prairie Horticulture Certificate  
Graduate Certificate in Teaching Preparation  
Graduate Pathways Certificate  
Graduate Professional Skills Certificate – G.P.S.C.  
STEM Accelerator Certificate

- (e) The following Community Level Certificates are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Master Gardener Certificate  
Certified Crop Science Consultant  
Certificate in Teaching English as a Foreign Language  
Certificate of Art and Design

2. Degrees, Certificates and Diplomas may be conferred at the annual meeting of Convocation or at any other meeting of Convocation. The formal admission of candidates to degrees, certificates and diplomas shall, in the absence of the Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose.
3. Degrees may be conferred upon persons in absentia.

## II. CANCELLATION OF DEGREES

Council may revoke the degree or degrees, diplomas, certificates and distinctions of the university and all privileges connected therewith of any holder of the same for cause or where the conduct of the holder, in the opinion of Council and following due process under the Academic Misconduct regulations, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. Council may restore, on cause being shown, any person so deprived to the

degree, distinction or privileges previously enjoyed by that person without further examination.

### III. UNIVERSITY SCHOLARSHIPS

Under section 61(1) (d) of the Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.

### IV. THE ESTABLISHMENT OF COLLEGES AND DIVISIONS

1. In the University the following Colleges and Schools shall be established, namely:
  - (a) The College of Arts and Science
  - (b) The College of Agriculture and Bioresources
  - (c) The College of Law
  - (d) The College of Engineering
  - (e) The College of Pharmacy and Nutrition
  - (f) The College of Education
  - (g) The Edwards School of Business
  - (h) The College of Graduate and Postdoctoral Studies
  - (i) The College of Medicine
  - (j) The Western College of Veterinary Medicine
  - (k) The College of Dentistry
  - (l) The College of Kinesiology
  - (m) The College of Nursing
  - (n) The Johnson-Shoyama Graduate School of Public Policy
  - (o) The School of Public Health
  - (p) The School of Environment and Sustainability
2.
  - (a) Within the College of Medicine, and subject to its oversight, the following school and program shall be established:  
The School of Rehabilitation Science
  - (b) Within the College of Engineering, and subject to its oversight, the following school shall be established:  
The School of Professional Development, College of Engineering
3. In the University the following Departments and Divisions shall be established, and such other departments as may from time to time be authorized by the Board on the recommendation of Council:

#### Agriculture and Bioresources

##### Departments

- Animal and Poultry Science
- Agricultural and Resource Economics
- Food and Bioproduct Sciences
- Plant Sciences
- Soil Science

Arts and Science

Departments

- Archaeology and Anthropology
- Art and Art History
- Biology
- Chemistry
- Computer Science
- Drama
- Economics
- English
- Geography and Planning
- Geological Sciences
- History
- Languages, Literatures and Cultural Studies
- Linguistics
- Mathematics and Statistics
- Music
- Indigenous Studies
- Philosophy
- Physics and Engineering Physics
- Political Studies
- Psychology and Health Studies
- Sociology

Business

Departments

- Accounting
- Finance and Management Science
- Human Resources and Organizational Behaviour
- Management and Marketing

Dentistry

No departments

Education

Departments

- Curriculum Studies
- Educational Administration
- Educational Foundations
- Educational Psychology and Special Education

Engineering

Departments

- Chemical and Biological
- Civil, Geological and Environmental
- Electrical and Computer
- Mechanical

Divisions

- Division of Biomedical Engineering

Kinesiology

no departments

Law

no departments

Medicine

Departments

- Anesthesiology, Perioperative Medicine and Pain Management
- Biomedical Sciences
  - Anatomy, Physiology and Pharmacology
  - Biochemistry, Microbiology and Immunology
- Community Health and Epidemiology
- Emergency Medicine
- Family Medicine
- Medical Imaging
- Medicine
- Obstetrics and Gynecology
- Ophthalmology
- Pathology and Laboratory Medicine
- Pediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Surgery

Divisions

- Continuing Professional Development
- Division of Oncology
- Division of Social Accountability

Nursing

no departments

Pharmacy and Nutrition

Divisions

- Pharmacy
- Nutrition

Veterinary Medicine

Departments

- Large Animal Clinical Sciences
- Small Animal Clinical Sciences
- Veterinary Biomedical Sciences
- Veterinary Microbiology
- Veterinary Pathology

4. Under section 49 (1) (k) and (l) of the Act, the Board of Governors may provide for the establishment or disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council.
5. Under section 49(1) (l), the Board may provide for the disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council

on academic grounds. If the Board considers disestablishment necessary because of financial exigency, section 49 (2) requires the Board to consult with Council, and section 49 (3) restricts implementation of the decision until (a) the Board has reported the decision to Council, and (b) Council has advised the Board respecting the effect of the decision on the academic program of the university or 60 days have passed from the date the Board reported the decision to the Council, whichever is earlier.

6. Under section 62 (3) (c), a decision of Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
7. Under section 23 (j), Senate may receive proposals respecting the establishment of any college, school, department or institute and recommend to the Board and the Council whether or not it should be established. Under section 23(l), Senate may consider and recommend to the Board and the Council whether or not any college, school, department or institute should be disestablished because of lack of relevance to the province.

## V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

### 1. Membership of the Faculty Councils

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (\*denotes non-voting members):

- (a) The President of the University\*
- (b) The Provost and Vice-President, Academic\* **or designate**
- (c) The Vice-President, Research\*
- (d) The Vice-President, Finance and Resources\*
- (e) The Vice-President, University Relations\*
- (f) The Vice-Provost, Teaching, Learning, and Student Experience\*
- (g) The Vice-Provost, Indigenous Engagement\*
- (h) Chief Information Officer and Associate Vice-President Information and Communications Technology\*
- (i) The Dean of the college, or the Executive Director of the school, when the school is not encompassed within a college
- (j) The Dean of the College of Graduate and Postdoctoral Studies or designate
- (k) The Dean of the University Library or designate\*
- (l) The University Secretary or designate\*
- (m) The University Registrar or designate\*
- (n) Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity\*
- (p) Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the college of...

**Commented [A10]:** added per discussion with Airini and Patti  
March 1, 2022



B. The Faculty Councils shall be comprised as follows:

Faculty Council of the College of Agriculture and Bioresources

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Agriculture and Bioresources;
- (q) Faculty members of other colleges holding a position as Associate Member in a constituent department of the College of Agriculture and Bioresources;
- (r) Chemical and Biological Engineering (2), Biology (2), Chemistry (1), Business (2), Economics (1); Geography (1), Microbiology and Immunology (1), Veterinary Medicine (2);
- (s) Seven student representatives from the degree and diploma programs in the College of Agriculture and Bioresources to serve on the Faculty Council and its standing committees to take part in all discussions, including student matters. Representation will include one student from: the Bachelor of Science in Agriculture program, the Bachelor of Science in Agribusiness program, the Diploma in Agriculture program, the Bachelor of Science in Renewal Resource Management program, the Bachelor of Science in Animal Bioscience, the Agricultural Students Association president and the Agricultural Students Association Vice-President (Academic).

Faculty Council of the College of Arts and Science

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers in the College of Arts and Science;
- (q) All full-time faculty, Instructors and Special Lecturers from St. Thomas More (STM) College teaching courses recognized for the BA, BSc or BA & BSc degrees (voting rights are specific to the terms of the federation with the College of Arts and Science);
- (r) All full-time faculty from Biomedical Sciences departments of the College of Medicine that offer BSc degree programs through the College of Arts and Science (voting rights to be limited as per College of Arts and Science Bylaws);
- (s) College of Arts and Science Vice-Deans, Associate Deans; Dean and Associate Dean of St. Thomas More College;
- (t) Five representatives of the Sessional Lecturers;
- (u) Two representatives of the regular ASPA teaching employees;
- (v) Ten Arts and Science student representatives (full participation in meetings except when the discussion relates to individual students or faculty);
- (w) Two graduate students supervised in Arts and Science (full participation in meetings except when the discussion relates to individual students or faculty);
- (x) One postdoctoral fellow supervised in Arts and Science (full participation in meetings except when the discussion relates to individual students or faculty).

Faculty Council of the College of Dentistry

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Dentistry;

- (q) Associate Provost, Health
- (q) All clinical Professors, clinical Associate Professors, clinical Assistant Professors, clinical Lecturers, Clinical Instructors, and Sessional Lecturers;
- (r) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics;
- (s) The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan;
- (t) President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters;
- (u) Director, Finance and Administration\*
- (v) Director, Academic and Student Affairs\*
- (w) Executive Officer to the Dean\*
- (x) Business Manager, Clinical Affairs\*

#### Faculty Council of the College of Education

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education;
- (q) Dean of Arts and Science (or nominee) and the Vice-Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee); as non voting members;
- (r) The president or delegate of each student association in the College of Education (Education Students Society, ITEP Student Society (or named designate); SUNTEP Student Society (or named designate) and GSA (Graduate Student Association);
- (s) Director (or designates) of the Indian Teacher Education Program (ITEP), one Program Head (or designate) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon; one Program Head (or designate) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert; Chair of Education (or designates) of the Aurora College and one representative of contracting Colleges not listed above;
- t) All those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers deemed as faculty members of the College of Education.

#### Faculty Council of the College of Engineering

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Engineering or hold joint appointments in the College of Engineering;
- (q) A faculty representative from each of Agriculture and Bioresources, Chemistry, Geological Sciences, Mathematics and Statistics, Computer Science, Biology and Edward School of Business;
- (r) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers in the Department of Physics and Engineering Physics who deliver the Engineering Physics program;

- (s) Two representatives from the undergraduate student association as voting members and the president of each engineering undergraduate program students association as non-voting members.
- (t) Two Engineering graduate student representatives as voting members.

Faculty Council of the School of Environment and Sustainability

See 1.A., sections (a) to (o)

- (p) All faculty members who hold a standard, 100%, in scope appointment in the School;
- (q) All faculty members holding a primary-joint and secondary-joint appointments in the School;
- (r) The president of the School of Environment and Sustainability Students' Association;
- (s) The following members may be heard in faculty council, but may not vote:
  - i. Associate members
  - ii. Adjunct members.

Faculty Council of the College of Graduate and Postdoctoral Studies

See 1.A., sections (a) to (o)

- (p) The Deans of Colleges and Executive Directors of schools involved with graduate work and research, and any Associate or Assistant Deans appointed to support graduate studies and research;
- (q) The Dean of the University Library, as a voting member;
- (r) The Manager, International Students and Study Abroad Centre;
- (s) The Heads of those Departments which are involved with graduate studies and research;
- (t) For a five year renewable term, all faculty members involved in graduate teaching, supervision of graduate students, or in research. Minimal requirements for membership of faculty members shall be established by the College of Graduate and Postdoctoral Studies;
- (u) Five graduate students representing different divisions of the college, including the president and two vice-presidents of the Graduate Students' Association.

Faculty Council of The Johnson-Shoyama Graduate School of Public Policy

See 1.A., sections (a) to (o)

- (p) Associate Director, Johnson-Shoyama Graduate School of Public Policy
- (q) Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a standard appointment in the school
- (r) Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a primary joint appointment or a secondary joint appointment of 0.25FTE or more in the school
- (s) Faculty members from the University of Regina who are appointed as adjunct members in the Johnson-Shoyama Graduate School of Public Policy
- (t) Two Johnson-Shoyama Graduate School of Public Policy students
- (u) Director, Outreach and Training, Johnson-Shoyama Graduate School of Public Policy
- (v) Johnson-Shoyama Advisory Council chair or representative
- (w) The following members may be heard in faculty council but may not vote:
  - i. Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a joint appointment in the school of less than 0.25FTE

Faculty Council of the College of Kinesiology

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Kinesiology
- (q) Arts & Science – Biology (1), Psychology (1); Medicine – Physiology (1), Anatomy and Cell Biology (1), Physical Therapy (1); Education (1), as non-voting members
- (r) One full-time Kinesiology undergraduate student, one full-time Kinesiology graduate student, and one Kinesiology postdoctoral fellow (PDF) (if available) will be entitled to attend and vote on all non-confidential matters at meetings of the Faculty Council.

Faculty Council of the College of Law

See 1.A., sections (a) to (o). Add (or nominee) after each of 1.A. (f-h)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Law;
- (q) Research Director of Native Law Centre;
- (r) Programs Director of Native Law Centre;
- (s) Law Librarian or Assistant Law Librarian;
- (t) One student representative of the Aboriginal Law Students' Association;
- (u) Five student representatives of the Law Students' Association;
- (v) One student from a graduate degree program in Law.

Faculty Council of the College of Medicine

See 1.A., sections (a) to (o)

- (p) Associate Deans of the college;
- (q) Assistant Deans of the college;
- (r) The Department Head of each academic department of the college and the Director of the School of Physical Therapy;
- (s) One university faculty member of the college representing each department of the college, or the School of Physical Therapy, who is a member of that department or school;
- (t) Two community faculty members of the college representing each clinical department, or the School of Physical Therapy; who are members of that department or school, at least one of whom will be based outside of the Saskatoon Health Region;
- (u) Twenty university faculty members of the college;
- (v) One medical student from each year of the undergraduate medical program; one physical therapy student from each year of the physical therapy program; four postgraduate medical students, at least one of whom must be registered in the family medicine program of the College; and two graduate students enrolled in graduate programs delivered in the College;
- (w) The following persons are entitled to attend and participate in meetings of the Faculty Council but, unless they are members of the Faculty Council, are not entitled to vote:
  - i. All other Directors of the College of Medicine;
  - ii. The Dean and associate Deans, or designates, of all other health science colleges at the university;

- iii. The Dean and the vice-Deans of academic programs, humanities and fine arts, social sciences, and science, or designates, of the College of Arts and Science at the university;
- iv. The Librarian in charge of the health sciences library;
- v. The Registrar, or designate, of the College of Physicians and Surgeons of Saskatchewan;
- vi. The Chief Executive Officer, or designate, of the Saskatchewan Medical Association;
- vii. The Chief Executive Officer, or designate, of each health region in the province of Saskatchewan;
- viii. The presidents and academic Vice-presidents of the undergraduate medical student society; the postgraduate medical student society; the physical therapy student society, and the College of Medicine graduate student society.

Faculty Council of the N. Murray Edwards School of Business

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Edwards School of Business;
- (q) Agriculture and Bioresources (1), Economics (1), Mathematics and Statistics (1), Social Science or Humanities including Economics (1), Computer Science (Head plus four others);
- (r) Five undergraduate students and two graduate students who shall be entitled to vote on all matters at Faculty Council meetings.

Faculty Council of the College of Nursing

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
- (q) Department Heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the Director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;
- (r) Up to four full-time undergraduate nursing students. One from each Nursing Association in Regina, Saskatoon, and Prince Albert, and one from the Post-Degree BSN. Undergraduate student representatives will be named by the undergraduate Nursing Society.
- (s) Up to four full-time nursing graduate students preferably from the Masters of Nursing (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair.
- (t) A Postdoctoral Fellow (if available) in Nursing nominated by the Postdoctoral Fellows in the College of Nursing and/or through consultation with the Graduate Chair;

- (u) Clinical Coordinators,\* Director of Operations and Strategic Planning\*, Director of Finance & Administration,\* UCAN Representatives\* Research Facilitator,\*Communications Officer\*

Faculty Council of the College of Pharmacy and Nutrition

See 1.A., sections (a) to (o)

- (p) Associate Dean (Research and Graduate Affairs) of the College;
- (q) Associate Dean (Academic) of the College;
- (r) those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition
- (s) Representatives from the following Colleges and Departments:
  - College of Arts and Science: Dept. Head or Designate of: Chemistry (1); Mathematics and Statistics (1)
  - College of Medicine: Dean or Designate (1); Dept. Head or Designate of: Anatomy and Cell Biology (1); Biochemistry (1); Community Health and Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1)
  - College of Agriculture and BioResources: Dept. Head or Designate of: Animal and Poultry Science (1); Food and Bioproduct Sciences (1)
  - College of Kinesiology: Dean or Designate (1)
  - College of Nursing: Dean or Designate (1)
  - College of Dentistry: Dean or Designate (1)
  - School of Public Health: Executive Director or Designate (1)
  - Edwards School of Business: Dept. Head or Designate of: Management and Marketing (1)
  - Toxicology: Director or Designate (1)
  - Western College of Veterinary Medicine: Dean or Designate (1)
  - Student Representatives:
    - One student for every 100 students in the Pharmacy Undergraduate Program
    - One student for every 100 students in the Nutrition Undergraduate Program
    - One graduate student from either the Pharmacy or Nutrition graduate program

Faculty Council of the School of Environment and Sustainability

See 1.A., sections (a) to (o)

- (p) All faculty members who hold a standard, 100%, in scope appointment in the School;
- (q) All faculty members holding a primary-joint and secondary-joint appointments in the School;
- (r) One graduate student representative registered in either the PhD or MES programs and one project-based graduate student representative, one of which will be the president of the School of Environment and Sustainability Students' Association.
- (s) One Postdoctoral Fellow registered in the School through the College of Graduate and Postdoctoral Studies, selected by the fellows.
- (s) The following members may be heard in Faculty Council, but may not vote:
  - i. Associate members
  - ii. Adjunct members

Faculty Council of the School of Public Health

See 1.A, sections (a) to (o).

- (p) All faculty members who hold a standard appointment in the School.
- (q) Faculty members with a primary joint appointment in the School with a 0.25FTE or more time commitment to the school or a secondary joint appointment in the school with a 0.25FTE or more time commitment to the School.
- (r) Up to two clinical community-based faculty, at least one of whom will be based outside of the Saskatoon Health Region;
- (s) The following members may be heard in Faculty Council, but may not vote:
  - i. Associate members;
  - ii Adjunct members;
  - iii Faculty members who hold a primary appointment in the school or a secondary appointment in the school with a less than 0.25FTE commitment to the school.

Faculty Council of the School of Rehabilitation Science

See (i), Sections (a) to (o) above.

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Rehabilitation Science;
- (q) The Director of the School of Rehabilitation Science ;
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair;
- (s) The Assistant Dean Graduate Studies, College of Medicine;
- (t) Clinical Specialists in the School of Rehabilitation Science;
- (u) The Director of Continuing Physical Therapy Education
- (v) No more than six members of the faculty of the School of Rehabilitation Science, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Rehabilitation Science Faculty Council
- (w) No more than eight Master of Physical Therapy student members;
- (x) No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows;
- (y) Head of the Health Science Library or designate;
- (z) The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA).

Faculty Council of the Western College of Veterinary Medicine

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Western College of Veterinary Medicine;

- (q) Agriculture and Bioresources (2), Biology (1), Chemistry (1), Dentistry (1), Medicine (2), Pharmacy and Nutrition (1).
- (q) Six full-time undergraduate students to attend and vote on all non-confidential matters at meetings of the Faculty;
- (r) Two graduate students registered in Veterinary Medicine through the College of Graduate and Postdoctoral Studies to attend and vote on all non-confidential matters at meetings of the Faculty.

C. The University Secretary, or an assigned deputy, shall act as Secretary of each Faculty Council.

2. Roles and Responsibilities of the Faculty Councils

A. The Faculty Council of each college or school, subject to the provisions of the Act, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline.

Among the duties delegated by University Council to the faculty councils are the following:

- (a) To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
- (b) To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;
- (c) To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- (d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- (e) Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
- (f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
- (g) To approve candidates for degrees, diplomas and certificates;
- (h) To approve candidates for scholarships, prizes, and other awards and honours;
- (i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct;



- (j) To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.
- B. The Chair or the Secretary of the Faculty Council of any college or school shall transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school.
- C. Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these Bylaws or through policies approved by University Council, may not be further delegated without the permission of University Council.
- D. Each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the faculty council. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of University Council and/or to the President of the University.

## **VI. PROGRAMS OF STUDY**

Under section 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.

Each college or school Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that college or school, and shall submit them to Council for approval under regulations established for that purpose by Council. Upon the approval of Council, they may be published and go into effect.

## **VII. ENROLMENT MANAGEMENT**

The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to colleges, schools and departments, in consultation with the University Registrar and Director of Student Services, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.

Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to colleges and schools the management of enrolment in accordance with the approved plan.

## **VIII. ADMISSION OF STUDENTS**

Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs.

Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.

1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.
2. In accordance with these regulations, Council may delegate to Faculty Councils and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

## **IX. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS**

Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.

1. The examiners of the University shall be:
  - (a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University;
  - (b) Such other Lecturers or teachers of the University as Council may appoint;
  - (c) By delegation from Council, such adjunct faculty, professional affiliates, Professors emeriti and external and independent examiners, not included in (a) or (b), as the College of Graduate and Postdoctoral Studies may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas.
2. Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. Such policies, regulations and procedures may include delegation of authority by Council and shall be published and made available to students.
3. Section 23 (g) of the Act authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the University or any of its agencies is required or authorized by any act to do so.

## X. AFFILIATION AND FEDERATION

1. Under section 61 (1) (e) of the Act, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution. Under 62 (3) (d), a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
2. Under 23 (k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and Council whether or not the proposed affiliation or federation should be made. Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
3. Principles for federation and affiliation with the University of Saskatchewan, which are representative of the current relationships with federated and affiliated colleges, and are the basis for considering future requests, are as follows.
  - (a) **Relationships of affiliation or federation should be based on academic interests shared by the University and the candidate institution.** Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.
  - (b) **Relationships of affiliation or federation should be based on shared support for the University's vision, mission and values.** The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the University cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held by the University and the vision it has adopted.
  - (c) **The University should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution.** Though the University should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the University should not demand that an affiliated or federated institution conform in all respects to the University's established practices and procedures. The rationale for creating relationships of affiliation or federation is in part that the University is enriched by the distinctive perspectives brought by the partner institutions.

- (d) **The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements.** Though strong partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.
- (e) **Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution.** Though the University is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.
- (f) **Provision should be made for regular review of the relationship with the candidate institution.** The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.
- (g) **Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution.** In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.
- (h) **Consideration should be given to the role the candidate institution might play in the governing bodies of the university.** The *University of Saskatchewan Act 1995* provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) will be established to that effect.
- (i) **Consideration should be given to whether an alternative form of partnership might be more appropriate.** Given the involvement of affiliated and federated institutions in University governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.
- (j) **The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation.** It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the University holds itself.

#### 4. Affiliation

- (a) The aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by Council of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.
- (b) The following theological colleges are affiliated with the University:
  - College of Emmanuel and St. Chad
  - Lutheran Theological Seminary
  - St. Andrew's College
  - Horizon College and Seminary
  - Briercrest Bible College and Biblical Seminary
- (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
  - (i) That the theological college may offer at least three courses for which credit is given by the University toward a degree.
  - (ii) That the normal admission requirements of the theological college be at least equal to those of the University.
  - (iii) That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
  - (iv) That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by Council of the University.
  - (iv) That, except in cases of emergency as recognized by Council of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
  - (v) That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.
  - (vi) That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.
- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

### **St. Peter's College**

Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College. For work done in St. Peter's College, the University may give credit provided that the following conditions are met:

- (i) That the courses to be credited to the University are considered by the University to be equivalent in quality to its own courses.
- (ii) That the offering of each course and the appointment of its instructor are approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- (iii) That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- (iv) That the final examinations are conducted by examiners appointed or accepted by the University in accordance with university examination regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services.
- (v) That an upper-year student of the University is permitted to register at the College only part-time i.e. for a maximum of two full courses.
- (vi) That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses.
- (vii) Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University.

### **5. Federation**

- (a) The requirements for recognition as a federated college of the University shall include the following:
  - (i) The College must be authorized by the University to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science.
  - (ii) The members of the College teaching staff, teaching the above University courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized.

(iii) The College must be situated on or adjacent to the campus at Saskatoon.

(b) St. Thomas More College is a Federated College with the University.

**St. Thomas More College, Saskatoon**

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative. The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the pre-professional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.



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

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**PRESENTED BY:** Darrell Mousseau, Chair, Planning and Priorities Committee (PPC)

**DATE OF MEETING:** April 21, 2022

**SUBJECT:** Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan

**COUNCIL ACTION:** For Information Only

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**SUMMARY:**

April 13, 2022, Dr. Patti McDougall, Deputy Provost, gave a presentation to PPC regarding the of tuition rates for 2022-23 and the multi-year tuition plan. These tuition rates were approved by the Provost & Vice President Academic and presented the Board of Governors on March 21, 2022.

As part of the consultation process for the setting of tuition rate, and prior to their approval, on January 19, 2022, the Provost and Deputy gave a presentation and received feedback from PPC. The conversation focused on the consultation process, understanding USask's sources of revenue and allocation of expenses, the financial picture at USask, the findings of the Tuition Consultation Survey, samples of colleges' and schools' investments of tuition, and multi-year planning for tuition rates for the next three years.

The PPC agrees that tuition and fee rates for 2022-23 and the multi-year tuition plan are in alignment with the principles of the Board-approved [Tuition Policy](#) of enabling quality, affordability and accessibility, comparability, predictability, and transparency through consultation.

The Office of the Provost has submitted an overview of the tuition and fees rates and plans (Appendix 1) and the tuition and fees fact-sheet (Appendix 2) for the information of University Council via the PPC.

**ATTACHMENTS:**

1. Tuition and Fees for 2022-23 and Multi-Year Tuition Plan
2. Tuition and Fees Fact Sheet 2022-23

## Submission to Planning and Priorities Committee

### April 13, 2022

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### Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan

#### Overview:

The 2022-23 approved tuition rates were presented to the Board at the March meeting. An announcement regarding tuition was made on March 30<sup>th</sup>. The Tuition and Fees Authorization Policy allows the Board to delegate approval of tuition rates to the Provost based on the parameters set forth in the tuition principles.

The Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding (2021-22 to 2024-25; MOU) between the Province of Saskatchewan and post-secondary institutions including the University of Saskatchewan identifies that "...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 exceptions...". The exceptions are identified as tuition for international students, domestic tuition below the peer comparator median and programs within the Johnson Shoyama School of Public Policy and the Western College of Veterinary Medicine.

The approved tuition rates result in an overall weighted average of 3.7% in 2022-23 (undergraduate – 3.8%, graduate – 1.6%; ). Work has also been undertaken and shared to develop a multi-year tuition plan. See Attachment for program-level tuition information.

#### Context and Background:

##### **(1) Tuition for 2022-23**

A one-time tuition freeze was instituted for most programs in 2020-21 with a weighted average 3.9% increase in 2021-22. It is necessary for USask to increase tuition for the upcoming year to safely support students and faculty through the evolving COVID-19 pandemic, cover the costs of inflation, and ensure undergraduate and graduate students continue to receive an education that is one of the highest-quality in Canada. With the domestic rate increase, most graduate programs make progress towards, however remain below, the comparator median while most undergraduate programs, except for Computer Science, Business, and Engineering, range from being at median to 15% above the comparator median.

USask will continue to move the international differential multipliers to progress towards the median multiplier of the U15 comparator group for undergraduate and masters students over the next three year. Given that international tuition is dynamic across Canadian U15 schools from year to year, we anticipate this will involve some variability in changes that occur at USask over our multi-year approach. The undergraduate differential will increase from 3.0 to 3.6 in 2022-23 with the international differential for masters programs from 1.81 to 2.0. The strategy for Ph.D. international rate is a growth strategy, allowing a focus on recruiting and retaining these graduates. The Ph.D. international differential multiplier will decrease from 1.81 to 1.0 in 2022-23. This strategy is in alignment with eight other U15 institutions who have already removed an international tuition rate for Ph.D. programs including Toronto, Western, Manitoba, and McGill.

To illustrate, a full-time USask domestic student's tuition in an undergraduate Arts program will change from \$6,710 to \$6,978 (\$268 increase) for the upcoming year, and an international student's tuition will change from \$20,131 to \$25,121 (\$4,990 increase) for the same program due to the combined rate and differential changes. In terms of standard Masters' thesis-based programs, a domestic student's annual standard tuition will change from \$4,473 to \$4,698 (\$225 increase) while the international student's annual tuition will change from \$8,096 to \$9,396 (\$1,300 increase) due to the combined rate and differential changes. A standard Ph.D. student's tuition will change from \$4,473 to \$4,698 (\$225 increase) while the international student's annual tuition will change from \$8,096 to \$4,697 (\$3,400 decrease) due to the combined rate and differential changes. Additionally, need-based funding will be set aside for international undergraduate and masters student support in the amount of \$700,000 (10% of the incremental tuition).

The University of Saskatchewan takes a principle-based approach to setting tuition rates – enabling quality, affordability and accessibility, comparability, predictability, and transparency through consultation. The purpose of tuition consultations with students is to develop a shared understanding of tuition-related matters. Members of PPC may recall from an earlier presentation that following the recommendations of a Tuition Consultation Working Group (Spring, 2021), USask has enacted a series of initiatives to improve consultation. Beginning in fall 2021, USask launched new [tuition consultation initiatives](#) with students, offering learning modules designed to share information on university finances, budgeting, and tuition setting, as well as asking students to participate in a survey used to identify places for investment and disinvestment.

In addition to new consultation initiatives, the annual townhalls took place in all colleges and schools. Within 25 meetings, involving approximately 450 students, colleges/schools discussed tuition with students and provided a summary of such conversations.

## **(2) Multi-Year Tuition Planning**

One principle within our Tuition & Fees policy is predictability, “providing an indication or forecast of tuition rates over a multi-year period to support longer-term planning and budgeting for students at the university.” A multi-year tuition plan will enable future-oriented conversations with students and while it does not guarantee an exact tuition cost for the entire length of a degree, it is progress towards greater predictability for students, facilitating more robust planning and awareness for students and their families. The following table (previously shared with PPC in January 2022) outlines the proposed rates associated with this plan.

## Submission to Planning and Priorities Committee April 13, 2022

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Scenario Assumptions	21-22	22-23	23-24	24-25
Standard domestic - undergraduate	4%	4%	4%	4%
Standard domestic - masters	5%	5%	5%	5%
Standard domestic - PhD	5%	5%	5%	5%
International tuition (differential) - undergraduate	3.00	3.60	4.20	4.84
International tuition (differential) - masters	1.81	2.00	2.25	2.25
International tuition (differential) - PhD	1.81	1.00	1.00	1.00
<i>*Note: a multiplier of 1.0 means no differential applied &amp; domestic tuition charged</i>				

Tuition rates must be set within the parameters of the MOU with the provincial government that will be in place up to and include 2024-25. The strategy involves comparisons to the U15 median at the program level and given that these other institutions are likely to vary over a period of years so to might our tuition setting include some variance.

The presentation and sharing of the high-level multi-year tuition plan is not intended to supersede review and recommendation of annual tuition rates at the college and program level. The annual rates will still be proposed by the Deans/Executive Directors of Colleges/Schools for Provost approval as per the Tuition and Fees policy.

### **(3) Student Fees**

PPC members will be aware that student fees are assessed to maintain important services and supports. Student fees for 2022/23 have been approved and are posted along with tuition (see Attachment). For the student body as a whole, USask collects three student fees including funding to support athletics, recreational activities, and student wellness and services. The remaining fees collected from all students reflect fees assessed by the USSU, the GSA or other student-run initiatives (e.g., WUSC, the Sheaf) that were previously implemented and approved by students. Student fees depend, for example, on whether a student is taking classes full-time or part-time.

### **Next Steps:**

- Complete a final version of the consultation report (based on January 2022 townhalls) and post onto the Student Consultation on Tuition website
- Implement the need-based bursary program for international students in undergraduate and masters programs for 2022-23

- Continue implementing recommendations from the Tuition Consultation Working Group
- Build on the information “modules” regarding USask budgeting and finance
- Create an annual cycle of tuition communications intended to share information on university, college, and school investments. Continue working on communications regarding predictability in tuition.

**Attachments:**

- 2022-23 Tuition Rates and Fact Sheet

# 2022/23 tuition rates

## The facts on tuition

The university uses tuition revenue combined with the provincial operating grant to:

- provide high value academic programming and services;
- fund program and delivery enhancements, and student supports, to ensure success following graduation; and
- set aside financial aid to ensure students' needs are met.

Our tuition rates are set annually based on five principles: (1) comparability to similar programs at other Canadian U15 medical-doctoral universities; (2) accessibility and affordability for students; (3) enabling quality of our programs and the need to ensure our students receive a high-quality education; (4) predictability of tuition to support longer-term planning for students; and (5) transparency through consultation with students to ensure a common understanding on tuition.

## Tuition change by program

Degree Program	Tuition only		
	2022/23	2021/22	Change
Arts & Science – Arts	\$6,978	\$6,710	\$268 (4%)
Arts & Science – Science	\$7,322	\$7,026	\$297 (4%)
Agriculture and Bioresources	\$7,153	\$6,877	\$276 (4%)
Business	\$8,350	\$8,030	\$320 (4%)
Education	\$7,209	\$7,083	\$126 (2%)
Engineering	\$9,742	\$9,104	\$637 (7%)
Kinesiology	\$7,217	\$6,939	\$278 (4%)
Law	\$16,278	\$15,651	\$627 (4%)
Nursing	\$8,895	\$8,628	\$267 (3%)
Nutrition	\$7,980	\$7,674	\$306 (4%)
Pharmacy – PharmD	\$19,130	\$18,394	\$736 (4%)
Dentistry	\$39,352	\$37,838	\$1,514 (4%)
Medicine	\$19,467	\$18,718	\$749 (4%)
Veterinary Medicine	\$13,352	\$12,717	\$635 (5%)
Grad Studies – course (credit unit)	\$253	\$241	\$12 (5%)
Masters – thesis (term)	\$1,566	\$1,491	\$75 (5%)
PhD – thesis (term)	\$1,566	\$1,491	\$75 (5%)

Rates in the table above reflect a typical domestic student course offering within the program. International undergraduate tuition rates are 3.6 times the domestic undergraduate rate. International masters tuition rates are 2.0 times the domestic graduate rate.

For full-time undergraduate students, a typical student's program includes classes offered by different colleges, so the **average tuition cost to students may reflect a blended rate of different tuition categories**. For graduate students, a typical student is enrolled on-campus in a full-time thesis program and taking three terms per year.

## Breakdown of student fees

Student fees are assessed to maintain important supports and services. The athletic, recreation and student wellness and services fees fund specific university activities. Fees in the shaded areas refer to fees that are collected on behalf of a third party.

Undergraduate student fees	2022/23
Athletic	\$104.24
Recreation	\$76.08
Student wellness and services*	\$140.00
<i>The Sheaf</i>	\$17.76
World University Service of Canada	\$10.00
USSU*	\$106.00
USSU health insurance <sup>1</sup>	\$164.89
USSU dental insurance <sup>1</sup>	\$123.44
USSU infrastructure*	\$129.92
USSU transit* <sup>2</sup>	\$177.96
<b>Total fees (fall and winter)</b>	<b>\$1,050.29</b>
Graduate student fees	
Athletic	\$104.24
Recreation	\$76.08
Student wellness and services*	\$210.00
GSA	\$74.12
Canadian Federation of Students	\$13.20
GSA health insurance <sup>1</sup>	\$222.51
GSA dental insurance <sup>1</sup>	\$236.52
GSA transit <sup>2</sup>	\$239.30
<b>Total fees (fall, winter, spring/summer)</b>	<b>\$1,175.97</b>

\*Fees assessed during spring and summer are assessed at 50% of the fall term rate.

<sup>1</sup>Health and dental insurance cost is a one-time cost assessed only in Fall term. Students who are already covered by an equivalent health and/or dental insurance plan can opt-out and receive a credit to their student account for the amount of the plan.

<sup>2</sup>Students taking classes where any portion of a class is on-campus (in-person classes at the Saskatoon campus) will be assessed the transit fee. Any student who wishes to opt-in to the UPass can visit [ussu.ca/upass](http://ussu.ca/upass) or [gsa.usask.ca/services/u-pass](http://gsa.usask.ca/services/u-pass) for opt-in and UPass activation details.

# Tuition Schedule

Undergraduate Degree Courses	2021-22		2022-23		Change (\$)	Change (%)
	1 cu	3 cu	1 cu	3 cu		
Category 1	\$221.00	\$663.00	\$229.80	\$689.40	\$8.80 (1cu)/\$26.40 (3cu)	4.0%
Category 2	\$236.10	\$708.30	\$240.30	\$720.90	\$4.20 (1cu)/\$12.60 (3cu)	1.8%
Category 3	\$254.20	\$762.60	\$269.50	\$808.50	\$15.30 (1cu)/\$45.90 (3cu)	6.0%
Category 4	\$291.00	\$873.00	\$302.60	\$907.80	\$11.60 (1cu)/\$34.80 (3cu)	4.0%
Category 5	\$319.60	\$958.80	\$332.40	\$997.20	\$12.80 (1cu)/\$38.40 (3cu)	4.0%
Category 6	\$521.70	\$1,565.10	\$542.60	\$1,627.80	\$20.90 (1cu)/\$62.70 (3cu)	4.0%
Category 7	\$252.90	\$758.70	\$270.60	\$811.80	\$17.70 (1cu)/\$53.10 (3cu)	7.0%
Category 8	\$234.40	\$703.20	\$243.80	\$731.40	\$9.40 (1cu)/\$28.20 (3cu)	4.0%
Category 9	\$253.10	\$759.30	\$260.70	\$782.10	\$7.60 (1cu)/\$22.80 (3cu)	3.0%
Category 10	\$332.70	\$998.10	\$346.00	\$1,038.00	\$13.30 (1cu)/\$39.90 (3cu)	4.0%
Category 11	\$228.70	\$686.10	\$237.80	\$713.40	\$9.10 (1cu)/\$27.30 (3cu)	4.0%
Category 12	\$231.40	\$694.20	\$240.70	\$722.10	\$9.30 (1cu)/\$27.90 (3cu)	4.0%
Category 13	\$231.30	\$693.90	\$240.60	\$721.80	\$9.30 (1cu)/\$27.90 (3cu)	4.0%
Category 14	\$241.30	\$723.90	\$251.00	\$753.00	\$9.70 (1cu)/\$29.10 (3cu)	4.0%
Undergraduate Package Programs	Annual Program Fee				Change (\$)	Change (%)
Dentistry - in-province <sup>1</sup>	\$37,838		\$39,352		\$1,514	4.0%
Dentistry - out-of-province and international dental degree program <sup>1</sup>	\$56,758		\$59,028		\$2,270	4.0%
Dentistry - international (not IDDP) <sup>1</sup>	\$113,515		\$118,056		\$4,541	4.0%
Medicine	\$18,718		\$19,467		\$749	4.0%
Veterinary Medicine - interprovincial agreement seat	\$12,717		\$13,352		\$636	5.0%
Veterinary Medicine - non-interprovincial agreement seat	\$67,717		\$68,352		\$636	0.9%
Pharmacy Doctorate (PharmD)	\$18,394		\$19,130		\$736	4.0%
Undergraduate Internship Programs	Fees per Billing Hour				Change (\$)	Change (%)
Edwards Co-op Education Program	\$218.90		\$227.70		\$8.80	4.0%
Applied Computing Professional Internship	\$250.50		\$265.50		\$15.00	6.0%
Computer Science Professional Internship	\$250.50		\$265.50		\$15.00	6.0%
Interactive Systems and Design Professional Internship	\$250.50		\$263.00		\$12.50	5.0%
Environment and Society Co-op Education	\$221.00		\$229.80		\$8.80	4.0%
Hydrology Co-op Education	\$221.00		\$229.80		\$8.80	4.0%
Graduate Studies	Per-Term Tuition		Per-Term Tuition		Change (\$)	Change (%)
Master standard term tuition	\$1,491		\$1,566		\$75	5.0%
Ph.D. standard term tuition	\$1,491		\$1,566		\$75	5.0%
Master of Science - Finance	\$2,500		\$2,500		\$0	0.0%
Master of Science - Marketing	\$2,500		\$2,500		\$0	0.0%
Master and Ph.D. - Environment and Sustainability	\$1,715		\$1,783		\$69	4.0%
Master of Public Policy	\$1,619		\$1,969		\$350	21.6%
Ph.D. of Public Policy	\$1,619		\$1,916		\$297	18.4%
Master of Public Health - thesis	\$1,495		\$1,555		\$60	4.0%
Master of Engineering <sup>2</sup>	\$1,562		\$1,796		\$234	15.0%
Master of Indigenous Land Based Education <sup>3</sup>			\$5,000			
	1 cu	3 cu	1 cu	3 cu	Change (\$)	Change (%)
Master standard course tuition <sup>4</sup>	\$241	\$723	\$253.10	\$759.30	\$12.10 (1cu)/\$36.30 (3cu)	5.0%
Graduate Studies: Special Tuition Programs	Program Fee <sup>5</sup>				Change (\$)	Change (%)
Master of Physical Therapy	\$21,342		\$22,196		\$854	4.0%
Master of Business Administration	\$30,306		\$30,306		\$0	0.0%
Master of Professional Accounting	\$30,000		\$30,000		\$0	0.0%
Master of Public Administration	\$17,067		\$18,091		\$1,024	6.0%
Master of Public Administration - online	\$30,000		\$31,800		\$1,800	6.0%
Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI)	\$26,000		\$27,560		\$1,560	6.0%
Master of Public Health - course based	\$14,451		\$15,029		\$578	4.0%
Master of Nursing - Nurse Practitioner	\$12,447		\$12,945		\$498	4.0%
Post-Graduate Certificate - Nurse Practitioner	\$10,373		\$10,788		\$415	4.0%
Doctor of Education	\$35,000		\$35,000		\$0	0.0%
Graduate Studies: Special Tuition Programs	Per-Credit Tuition		Per-Credit Tuition		Change (\$)	Change (%)
	1 cu	3 cu	1 cu	3 cu		
Graduate Certificate and Master of Education in Health Professions	\$450.66	\$1,352.00	\$468.70	\$1,406.10	\$18 (1cu)/\$54 (3cu)	4.0%
JSGS Graduate Certificates	\$474.08	\$1,422.24	\$502.52	\$1,507.56	\$28 (1cu)/\$85(3cu)	6.0%
Master of Sustainability <sup>6</sup>	\$378.00	\$1,134.00	\$393.00	\$1,179.00	15(1cu)/\$45 (3cu)	3.97%
Master of Water Security <sup>7</sup>	\$350.00	\$1,050.00	\$364.00	\$1,092.00	\$14 (1cu)/\$42 (3cu)	4.00%
SENS Graduate Certificates	\$378.00	\$1,134.00	\$393.00	\$1,179.00	\$15 (1cu)/\$45 (3cu)	3.97%
Graduate Cert. in Climate Change Vulnerability Assessment & Adaption Action & Graduate Non-Degree Seeking students	\$500.00	\$1,500.00	\$500.00	\$1,500.00	\$0.00	0.00%

International Students	Fees and Multipliers	Fees and Multipliers	Change (\$)	Change (%)
Undergraduate Student <sup>8</sup>	3.00	3.6	n/a	20.0%
Masters Graduate Student <sup>8</sup>	1.81	2.0	n/a	10.5%
Ph.D. Student <sup>8</sup>	1.81	1.0	n/a	
Johnson-Shoyama Graduate School of Public Policy <sup>*9</sup>	\$1,227.75 per term	\$1,264.58 per term	\$37	3.0%
Other Tuition	Other	Other	Change (\$)	Change (%)
Audit Fees	50% of tuition	50% of tuition	n/a	0.0%
Undergraduate Certificate in One Health	\$723.90 per 3 cu course	\$753.00 per 3 cu course	\$29.10 per 3 cu course	4.0%
Graduate Certificate in One Health	\$723.00 per 3 cu course	\$759.30 per 3 cu course	\$36.30 per 3 cu course	5.0%
Engineering Coop Internship Program (ECIP) - 400-level courses	\$1,040 per course	\$1,112.80 per course	\$72.80 per course	7.0%
MBA Internship	\$673.46 per cu	\$673.46 per cu	\$0 per cu	0.0%
JSGS Internship	\$1,422.24 per course	\$1,507.60 per course	\$85.36 per course	6.0%
Master of Arts in Economics Co-op	\$500 per term	\$525 per term	\$25 per term	5.0%
Bachelor of Science in Dentistry	\$100 per term	\$100 per term	\$0 per term	0.0%
Dental Assisting Certificate	\$14,934	\$16,934	\$2,000	13.4%
Master of International Public Management and Administration - EdUHK	\$42,000 USD	\$42,000 USD	\$0 USD	0.0%
PharmD-MBA	\$427.77 per cu (PharmD) and \$673.46 per cu (MBA)	\$444.88 per cu (PharmD) and \$673.46 per cu (MBA)	\$17.11 per cu (PharmD) and \$0 per cu (MBA)	4% (PharmD), 0% (MBA)
Arts & Science 90-level Courses in Biology, Chemistry, Physics	\$520 per course	\$546 per course	\$26 per course	5.0%
Prairie Horticulture Certificate - 3 credit unit courses	\$520 per course	\$541.00 per course	\$21 per course	4.0%
Prairie Horticulture Certificate - 6 credit unit courses	\$686.40 per course	\$714.00 per course	\$27.60 per course	4.0%

Starting in September 1, 2021, Biomedical Sciences tuition has moved from category 8 to category 14.

<sup>1</sup> Starting in 2017/18, students paid a program fee in addition to the annual tuition rate in the Doctor of Dental Medicine program.

<sup>2</sup> Master of Engineering will no longer be part of the standard per-term graduate tuition model effective September 1, 2021. It has been structured as a non-standard per-term rate.

<sup>3</sup> Effective May 2022 the previously offered Land-based Indigenous focus cohort within M.Ed. has been redeveloped into a full masters program

<sup>4</sup> Postgraduate Diploma (PGD) is based on the graduate standard course-based tuition rate. Graduate Pathways Certificate is based on 50% of the graduate standard course-based tuition rate.

<sup>5</sup> Subsequent year tuition for programs more than one year in length are subject to annual approval. Actual implementation may be on a per credit unit, per course, or per term basis and will approximate the total program cost noted in the chart above.

<sup>6</sup> New Master of Sustainability (MSs) program replaced the Master of Sustainable Environmental Management (MSEM) program effective September 1, 2021. MSs tuition is assessed as a per-credit unit rate.

<sup>7</sup> Master of Water Security tuition is assessed as a per credit unit rate effective September 1, 2021.

<sup>8</sup> The differential multiplier is applied to the current rate. The undergraduate differential multiplier will apply to international students enrolled in the DMD program (not IDDP. The multiplier applicable to non-degree distance education certificate programs is 1.5 times the domestic rate. International students enrolled in the PharmD program pay the domestic rate of tuition. Students in the Master of Water Security – BNU are not subject to the graduate differential multiplier.

<sup>9</sup> The international per term rate will not be applied to students enrolled in the following programs in the Johnson-Shoyama Graduate School of Public Policy: Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas, Master of International Public Management and Administration - EdUHK.