

UNIVERSITY COUNCIL AGENDA Thursday, January 27, 2022 Via Zoom

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 27th year of the representative Council.

Zoom Meeting Instructions

- Thursday, January 27th 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 māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi 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 miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

AGENDA (updated: January 25, 2022)

- 1. Call to Order
- 2. Tributes
 - 2.1 Tribute to Professor Emeritus Robert Besant from the Department of Mechanical Engineering presented by Professor Carey Simonson.
- 3. Adoption of the agenda
- 4. Chair's Opening remarks

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

6. Business Arising

- 6.1 Council Election Results for the two member-at-large vacancies on Council: Stephen Urquhart and David Zhang were acclaimed on December 22, 2021 (18-month term January 1, 2022 to June 30, 2023) <u>University Council Elections webpage.</u>
- 6.2 APC Decision on Changes to the T2 Academic Calendar 2021-22 Dec 23, 2021 (attachment).
- 6.3 Governance Committee: Emergency Measures Delegation of Council Decision-Making Authority to Council Executive Committee Dec 23, 2021 (attachment).
- 6.4 Timing of Variance Reports for 2020-21 Greg Fowler, Vice President Finance and Resources
- 6.5 ICT Policies and Research Implications Dr. Airini, Provost and Vice President Academic

7. Report of the President

8. Report of the Provost

9. Pandemic Response and Recovery Team (PRT) Verbal Report – presented by Dr. Darcy Marciniuk, Associate Vice-President Research, PRT Chair

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. Joint Committee on Chairs and Professorships

11.1 Request for Decision: The Knight Family Enhancement Chair in Neurological Surgery

It is recommended that Council approve the Knight Family Enhancement Chair in Neurological Surgery, pending the approval of the Board of Governors on March 22, 2022, effective September 1, 2022.

12. Academic Programs Committee

12.1 Request for Decision: Termination of the Engineering Professional Internship Program

It is recommended that Council approve the termination of the Engineering Professional Internship Program, effective May 2022.

12.2 Request for Decision: Change to Admissions Qualifications for the Master of Public Health (M.P.H.) -Thesis-Based Option

It is recommended that Council approve the changes to the admissions qualifications for the Master of Public Health thesis-based option, effective May 2022.

12.3 Request for Decision: New Certificate Template – College of Arts and Science

It is recommended that Council approve the new degree-level certificate template for the College of Arts and Science, effective immediately.

12.4 Request for Decision: Degree-level certificate in Intermediate Studio Art

It is recommended that Council approve the degree level certificate in Intermediate Studio Art, effective May 2022.

12.5 Request for Decision: Degree-level certificate in Advanced Studio Art

It is recommended that Council approve the degree level certificate in Advanced Studio Art, effective May 2022.

12.6 Request for Decision: Graduate degree-level certificate in Social Economy, Cooperatives, and the Non-Profit Sector

It is recommended that Council approve the graduate degree-level certificate in Social Economy, Cooperatives, and the Non-Profit Sector, effective May 2022.

It is recommended that Council approve the termination of the graduate degree-level certificate in Social Economy and Cooperatives and the graduate degree-level certificate in Non-Profit Management, effective May 2022.

- 12.7 Request for Decision: Suite of degree-level certificates in Professional Communication in the College of Engineering
 - a. Leadership and Negotiation
 - b. Persuasive Communication
 - c. Technical and Professional Writing

It is recommended that Council approve the suite of degree-level certificates in Professional Communication in the College of Engineering, effective May 2022.

It is recommended that Council approve the termination of the existing degree-level Certificate in Professional Communication (CPC), effective May 2022.

12.8 Request for Decision: Change to Admissions Qualifications for the Master of Arts in Linguistics programs

It is recommended that Council approve the changes to the admissions qualifications for the Master of Arts in Linguistics programs, effective the 2023-24 admissions cycle.

12.9 Request for Decision: Change to Admissions Qualifications for the Doctor of Dental Medicine Program

It is recommended that Council approve the changes to the admissions qualifications for the Doctor of Dental Medicine program, effective the 2023-24 admissions cycle.

- 12.10 Report for information: Change to the Technological Innovation Certificate
- 12.11 Report for information: Changes to the Mining Option in Mechanical Engineering Program
- 12.12 Report for information: Change to upper year requirements for the Bachelor of Science in Engineering Programs
- 12.13 Report for information: Degree-level Certificate in Astronomy
- 12.14 Report for information: Degree-level Certificate in Statistical Methods
- 12.15 Report for information: Degree-level Certificate in Foundations in Studio Art

13. Nominations Committee

13.1 Request for Decision: Associate Vice President Research Review Committee nominations

It is recommended that Council Council approve the nominations to the Associate Vice President Research, Dr. Darcy Marciniuk's review committee effective immediately.

13.2 Report for information: Annual Call for Nominations to Council, Council Committees and Collective Agreement Committees

14. Governance Committee

14.1 Report for information: Rescind Delegation of Council Authority to the Executive Committee under an Emergency Situation

15. Planning and Priorities Committee

- 15.1 Report for information: Government Funding Report 2021-22 Verbal Report presented by Dr. Airini, Provost and Vice-President Academic and Dr. Vince Bruni-Bossio, Interim Associate Provost, Strategic Priorities
- 16. Other business
- 17. Question period
- 18. Adjournment

Next Council meeting is March 17, 2022 – Please send regrets to michelle.kjargaard@usask.ca. Deadline for submission of motions to the Executive Committee: February 22, 2022.

Join Zoom Meeting: https://usask-ca.zoom.us/j/94984507103?pwd=M2Z0YkE3RIY0aFd0L0VJZ0duYk5yZz09

Join by Telephone: Local Saskatoon Dial-in Number: (639) 638-7474 Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/aVTnkpZCa

Join by Video Conferencing Device (SIP): 94984507103@zoomcrc.com

Meeting ID: 949 8450 7103 Passcode: 78543593 Telephone Passcode: 78543593



MINUTES UNIVERSITY COUNCIL Thursday, December 16, 2021 2:30-4:30pm Via Zoom

1. Call to Order

The meeting was called to order at 2:34pm.

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

No members of the media identified themselves.

2. Tributes

There was a tribute to Professor Emerita Isabelle Mills, Department of Music, presented by Professor Garry Gable.

3. Adoption of the Agenda

(Walker/Grosvenor): 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 reminded Council members of the date of the January 27, 2022, Council meeting, occurring on the fourth rather than the third Thursday of the month, and that there is no Council meeting in February.

Dr. Detmer reported on the regular monthly meeting between the Council Executive Committee and the President's Executive Committee (PEC). She reported that the discussion topics in December and January were the *Living Our Values Action Plan*, the *EDI Strategy and Action Plan*, and updates from Pandemic Response Team (PRT).

5. Approval of Minutes of the meeting of November 18, 2021 (Gjevre/Aitken): *That the minutes be approved.*

CARRIED.

- 6. Business Arising from the Minutes
 - 6.1. Clarification of Council Decisions of November 18, 2021, regarding the *Inventions and Enterprise Creation Policy*

For the Council record, there was included in the agenda package a copy of the written clarification of the procedures from the last Council meeting that was sent on November 23, 2021.

There was no other business arising.

7. Report of the President

President Peter Stoicheff began his remarks by reflecting on the last several months and the way that students, faculty, and staff worked together to manage the pandemic. USask reached a compliance rate with the vaccination policy of over 97 percent. This shows what a community can do when its policies are clearly communicated and evidence based. He expressed thanks to the Pandemic Response and Recovery Team (PRT) for their work and the entire university community for how they responded to the policy. Meanwhile, the University continued to deliver on its mission: many health- and policy-related faculty have been engaged in the public dialogue on COVID-19; wastewater monitoring has been providing advanced data for modelling; students across the University and across disciplines have helped communities deal with the pandemic; and VIDO's vaccine candidate is at the beginning of phase 2 trials.

The President noted the 50th anniversary of Gerhard Herzberg's Nobel Prize, reporting that USask is naming both the main experimental hall of the Canadian Light Source (CLS) and a prominent physics lecture theatre on campus after the renowned scientist.

He reflected on many achievements at USask in 2021, for example:

- Enrolments increased for the 7th consecutive year, with more than 26,000 students the highest ever.
- USask was gifted with the Indigenous Strategy, ohpahotân | oohpaahotaan ("Let's Fly Up Together") in the summer, the first of its kind in Canada.
- MOU was renewed with Wanuskewin.
- Louise Halfe-Skydancer was named the National Poet Laureate.
- Husky student athletes performed extraordinarily well.

The University also welcomed Dr. Airini, Provost and Vice President Academic, and Dr. Singh, Vice President Research to the senior leadership team.

The Chair invited questions. There were none.

8. Report of the Provost

Dr. Airini also and acknowledged the extraordinary year it has been. She thanked members of the USask community for warm welcome she received in coming to this University.

She noted the information in her report regarding the Budget Committee, with the intention to increase openness and transparency. She welcomed the members of the newly constituted committee, which includes two senior academics appointed by the president: Professors Murray Fulton from the Johnson-Shoyama Graduate School of Public Policy, and Devan Mescall, from the Edwards School of Business.

The Chair invited questions. There were none.

9. Pandemic Response and Recovery Team (PRT) Report

Dr. Darcy Marciniuk, Associate Vice President Research and PRT Chair provided an update on the COVID-19 pandemic. He reported on the number of cases amongst the university communities, vaccination rates, preparation measures for return to on-campus learning. He also noted that requests for accommodations for the vaccination policy are being received. He noted that Ontario and other provinces are experiencing a surge of the Omicron variant, and some are changing their restrictions and other public health measures. The PRT is actively monitoring and assessing the situation and will continue to do so over the holidays. Current measures, such as proper masking, remain in effect and are more important than ever.

Additional guidance will be provided in mid-January regarding boosters and the vaccine requirements.

On behalf of the PRT, Dr. Marciniuk conveyed sincere thanks to everyone for their responsiveness and efforts over the last several months.

The chair invited questions.

There was a question about whether affiliated colleges are included in the vaccination rate statistics, and whether they are complying with the requirements. Dr. Marciniuk confirmed both.

10. Student Societies

10.1. Report from the USSU

Tauqeer Iftikhar, Vice President Academic, presented the USSU report. He acknowledged that it is a stressful time of year for students and that the USSU is offering several support initiatives. He noted that the USSU strongly encourages vaccination and is also assisting students who need help with the accommodations process. Current USSU efforts are focused on helping student groups with governance structures and advocacy; supporting undergraduate research opportunities; providing increased tutoring access; and more library hours. They will also be constituting an Anti-Racism and Anti-Oppression Committee. A transit survey will be launched to assess accessibility issues on campus.

The chair invited questions. There were none.

10.2. Report from the GSA

Rifat Zahan, GSA President, presented the report from the GSA. She noted that they are organizing a 'holiday hangout' for graduate students during the holidays. Approximately 400 students have signed up to pick up food, but will also maintain distancing and other guidelines. Winter orientation is planned for January. Their efforts are focused on student mental health and wellbeing supports through workshops, advocacy, and services. The GSA is also providing advocacy on 'degree delay', i.e., why students are delayed in completing their degrees.

The chair invited questions. There were none.

11. Academic Programs Committee

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

11.1. Request for Decision: Graduate degree-level Certificate in Hydrology (Oates/Deters): It is recommended that Council approve graduate degree-level certificate in Hydrology, effective May 2022.

CARRIED.

11.2. Request for Decision: Graduate degree-level certificate in Science and Innovation Policy

(Oates/Deters): It is recommended that Council approve graduate degree-level certificate in Science and Innovation Policy, effective May 2022.

CARRIED.

11.3. Request for Decision: Change to Admissions Qualification – Master of Nursing Thesis-based program

(Oates/Deters): It is recommended that Council approve change to the admissions qualification for the Master of Nursing thesis-based program.

CARRIED.

11.4. Request for Decision: Program Name Change – Master of Arts in Applied Linguistics to Master of Arts in Linguistics

(Oates/Deters): It is recommended that Council approve change the change of the name of the Master of Arts in Applied Linguistics program to the Master of Arts in Linguistics, effective May 2022.

CARRIED.

11.5. Report for information: Academic Calendar 2022-23 Dr. Oates summarized the report as provided in the materials. There were no questions.

11.6. Report for information: Academic Courses Policy Clause 1.2 – Changes to Syllabi Dr. Oates summarized the report as provided in the materials. There were no questions.

11.7. Report for information: Senate Delegation of Approval Authority for Admissions Qualifications Changes

Dr. Oates summarized the report as provided in the materials. There were no questions.

12. Governance Committee

Dr. Terry Wetherspoons, Chair of the Governance Committee, presented the items.

12.1. Report for information: Summary of Kerr & King (1996) Common Council Procedures

Dr. Wotherspoon reported that the Governance Office provided a summary of Kerr & King's key directives on meeting procedures to members of Council earlier this week. He acknowledged that since Council has moved to a virtual format there have been questions or sometimes uncertainty about some procedural matters. There was a request at the last Council meeting to make the Kerr & King (1996) procedural manual more widely available, as it is not available in e-book and is costly. In response, Drs. Wotherspoon, Detmer, Willness, and Dr. Jacquie Thomarat, Director of Academic Governance, all met to discuss, and Dr. Thomarat prepared the summary. Dr. Wotherspoon noted copyright considerations, which require that access to the summary is restricted to Council members or Council committee members. He also reported that the Governance Committee is working with Governance Office to consider another procedural manual to supplement the Council Bylaws.

12.2. Report for information: Duty to Accommodate Policy

Dr. Wotherspoon noted the fitting tribute to Isabelle Mills, whose work was related to this updated *Duty to Accommodate Policy*. He reported that significant revisions have been made to ensure the policy is aligned with legislation and other current policies.

Dr. Jay Wilson, Interim Vice Provost, Teaching, Learning and Student Experience, presented a summary of the changes and acknowledged the great work of the AES team, and in particular Maxine Kinakin and Chelsea Kreuger. He noted that previously, the policy was focused solely on 'disability' whereas now it focuses on 'accessibility' which broadens its scope and ensures that we are not only accommodating for medical needs, but everything under the *Human Rights Code*. It now also considers contexts outside the classroom Including practica, residences, Huskies Athletics, etc. The dispute resolution process has also been updated. He reported that the Board of Governors approved the policy on December 14, 2021.

13. Other business

There were two updates by Dr. Chelsea Willness.

13.1. Report for information: Call for Nominations for Two Member-at-Large Vacancies on Council

There are two member-at-large positions vacant. The call for nominations closes December 21, 2021.

13.2. Report for information: Call for Nominations for Faculty Representative on the USask Board of Governors

Dr. Willness reported that the term of the current faculty (GAA) representative on the Board of Governors, Dr. Jay Kalra's second and final term ends June 30, 2022. In the New Year there will be a call for nominations for the new faculty representative, who is elected by the GAA. Further details will be forthcoming in the New Year.

There was no other business.

14. Question period

There was a question in reference to last meeting of Council regarding the timing of when the Provost and President's office's were informed of the alleged claims of misrepresentation of Indigenous identity by Dr. Carrie Bourassa. Dr. Airini reported that the question had been answered by email following the November Council meeting and referred to those dates in her response.

There was a question about the timelines for budget projections and reporting of actual variances for the 2020-21 fiscal year. Greg Fowler, Vice President Finance and Resources, responded that quarterly financial updates are provided to the Board of Governors. He noted that regular Financial Townhalls and information reports on university finances are also provided to Council. Greg Fowler agreed to report back on those dates (Table 1. Action item 1).

There was a comment on software and IT security policies which have placed constraints on research. The Council member asked if the Office of the Vice President Research and the Research, Scholarly, and Artistic Works (RSAW) Committee were planning to evaluate these policies as they related to faculty research, productivity, collaboration, and obligations to funding agencies. There was also a request for an assessment of the value-add of administrative controls over computers and equipment for faculty and researchers, and another concern with Concur and travel and expense claims processing. Dr. Airini responded that she would like to hear about challenges experienced by researchers by IT and other policies, and she volunteered to engage the Vice President Research and others to initiate a discussion (Table 1. Action item 2). Dr. Detmer noted that this would also be referred to RSAW, via the Chair, Dr. Marjorie Delbaere (Table 1. Action item 3).

15. Adjournment

(Grosvenor): The meeting was properly adjourned at 3:57pm.

Table 1. Action Items

Pg. Sec.	Item	Action	Responsible
p.5 s.14	2020-21 Variances	Report on timing of variance reports	Greg Fowler
		for 2020-21	
p.5 s.14	IT Policies & Research	Initiate discussion with VP Research	Dr. Airini
p.5 s.14	IT Policies & Research	Initiate discussion with RSAW	Dr. Delbaere

Appendix A: Listing of members in attendance

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Voting Participants

			1	T	1	is on.	No				
Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
Last Nume	Airini	P	P	P	P	Juli 27				inay 15	Jun 10
Adl	Sina	P	P	P	A						
Aitken	Alec	R	R	R	P						
Akintola-student	Olusola	P	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Alcorn	Jane	P	P	P	P	Πγα		Π/ŭ	Πγα	Πγα	Π/ŭ
Augusta	Carolyn	P	P	P	P						
Bally	Jill	P	P	P	P						
Bauman-student	Elisabeth	P	P	A	R						
Bedard-Haughn	Angela	P	P	P	P						
Bedard-student	Derek	A	A	A	A						
Bell	Scott	Р	P	P	P						
Bhatti-student rep	Haseeb	A	A	A	A						
Bilson	Beth	Р	P	P	P						
Boden	Catherine	P	P	P	A						
Boland	Mark	P	P	P	P						
Bonham-Smith	Peta	P	P	P	P						
Bradley	Michael	R	R	R	R						
Brothwell	Doug	A	P	P	P			1			
Burshtyn	Deborah	P	P	P	P						
Card	Claire	A	P	P	P						
Chernoff	Egan	Р	P	P	P						
Chowdhury	Nurul	P	A	P	A						
Cooper	David	P	P	R	P						
Dadachova	Kate	P	P	Р	P						
DaSilva	Keith	P	P	P	P						
Dawson	DeDe	P	P	P	P						
de Boer	Dirk	P	P	A	P						
Delbaere	Majorie	P	P	Р	A						
Deters	Ralph	P	P	P	P						
Detmer	Susan	P	P	P	P						
Downe	Pamela	P	P	P	P						
Gabriel	Andrew	P	A	A	A						
Gebreab-student	Henok	А	Α	Α	Α						
Gjevre	John	Р	Р	Р	Р						
Grosvenor	Andrew	Р	Р	Р	Р						
Gyurcsik	Nancy	Р	Р	Р	Р						
Harasymchuk	Robert	Р	Р	Р	Р						
Harrison	William	А	Α	Р	А						
Hogan	Natacha	Р	Α	Р	Α						
Jacob-student rep	Sharon	А	Α	Α	Α						
Jamali	Nadeem	Р	Р	Р	Р						
James-Cavan	Kathleen	Р	Р	Р	Р						
Jensen	Gordon	Р	Р	Р	Р						
Jones	Paul	Р	Р	Р	Р						
Just	Melissa	R	Р	Р	Р						
Kahn-student rep	Maria	R	А	Р	А						
Kalra	Jay	Р	R	Р	Р						
Khandelwal	Ramji	Р	Р	Р	Р						
Kim-student rep	David	А	А	А	А						
Kovacs-student rep	Karen	А	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Kresta	Suzanne	R	P	P	A						
Lamb	Eric	R	R	R	R						
Larre	Tamara	Р	Р	Р	А						
Lindenschmidt	Karl-Enrich	Р	Α	Р	Р						
London	Chad	Р	Р	R	Р						
Lovick	Olga	Р	Р	Р	Р						
Luke	lain	А	R	R	Α						

Lummerding- Dominque A A A A	ar 17 Apr 21	May 19	
		1110 23	Jun 16
Macfarlane Cal A A A A			
Maguire-student Robert n/a P P P			
Makarova Veronika P P P A			
Mamun Abdullah P P R P			
Manley-Tannis Richard R R R P			
Marche Tammy P P P A			
Martin Stephanie P P P R			
Martina-Koechl Natasha P P P P P			
Meda Venkatesh P P P P			
Mousseau Darrell P P A P			
Muir Gillian P R P A			
Murphy JoAnn P P P P			
Neufeld Matthew P A P P			
Oates Alison P P P P			
Paslawski Teresa A P P P			
Peacock Shelley P P P P			
Perrault-student Levi A A A A A			
Phillipson Martin P A A P			
Pocha Sheila P P A A			
PoettckerGrantAAAPomazonAlishaPPP			
Rayan Steven P P P P			
Richter Solina P P P P			
Rohs-student rep Jesse A A A A			
Ross-student rep Cassidy A P P P			
Sarjeant-Jenkins Rachel P P P P			
Shevchuk Yvonne P P P P			
Singh Jaswant P A R P			
Smith Preston P P P P			
Smyth Stuart P P A P			
Somerville Kara P P P P			
	n/a n/a	n/a	n/a
Spurr Shelley P P P P			
Squires Vicki P P P P			
Steele Tom P P R P			
Stoicheff Peter P P R P			
Stuart Glenn P P P P			
Szmigielski Jacek P P P P			
Vassileva Julita P P P P			
Waldner Cheryl P P P P			
Walker Keith P A P P			
Willenborg Christian P P P A			
Willoughby Keith P P P P			
Woods Phil P P R P			
Wotherspoon Terry P P P P			
Wu FangXiang P P P A			
Xiao Jing P P P P			
Yao Yansun P A P A			
Yu-student rep Angela A A A A			
Zhang Lifeng P P R 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.											
							No				
Last Name	First Name	Sep 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
Akintola-GSA VP 2021-22	Olusola	Р	As of Sep 1	7th-O. Akint	ola resigned	GSA		n/a	n/a	n/a	n/a
Fowler	Greg	Р	Р	Р	Р						
Iftikhar-USSU VP 2021-22	Tauqeer	Р	Р	Р	Р						
Isinger	Russell	Р	Р	Р	А						
Jaisee-USSU President 2021-	Tasnim	Р	Р	Р	Α						
22											
Jamie	Angela	А	А	А	Р						
Kaminski-Senate rep	Nicholas	Р	Α	Р	А						
Pozega Osburn	Debra	R	Р	Р	Р						
Singh	Baljit	А	Р	Α	Α						
Still	Carl	Р	Р	Р	Р						
Thronberg-Senate rep	John	Р	Р	Α	А						
Willness	Chelsea	Р	Р	Р	Р						
Wilson	Jay	Р	Р	А	Р						
Zahan-GSA Pres 2021-22	Rifat	Р	Р	Р	Р						



University Council E284 - 105 Administration Place Saskatoon, SK Canada S7N 5A2 Phone: (306) 966-6253 Fax: (306) 966-4458

MEMORANDUM

то:	Members of University Council
FROM:	Alison Oates, Chair, Academic Programs Committee of Council
DATE:	December 23, 2021
RE:	APPROVED CHANGES TO THE 2021-22 ACADEMIC CALENDAR

As you will have seen in the recent announcement from the Pandemic Response Team, the University of Saskatchewan is taking appropriate measures to ensure the safety of the campus community for the return to classes in January 2022, including a shift to remote delivery for a temporary period.

The temporary switch to remote delivery is permissible under the Academic Courses Policy clause 1.2, which ensures appropriate flexibility and oversight over changes to course syllabi. At the APC meeting of December 1, 2021, a continuation of this provision was approved for the Winter 2022 semester, and subsequently communicated to Council on December 16, 2021.

Given the need for this time-delimited shift to remote learning at the start of Winter term, the Pandemic Response Team requested that the Academic Programs Committee (APC) consider possible changes to the 2021-22 Academic Calendar.

On December 23, 2021, APC passed the following motion by electronic vote:

(Oates/Wilson) That the Academic Programs Committee approve changes to the Academic Calendar to allow a delay to the start date for Winter 2022 Term to January 10, 2022 for those Colleges and Schools that indicate they are able to accommodate such a change, effective immediately.

This decision was made in keeping with the committee's authority for "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" (Council Bylaws, 2021, Part Two I.9).

Further information is available from the Pandemic Response Team at covid19@usask.ca.

cc: Darcy Marciniuk, Chair, Pandemic Response Team Susan Detmer, Chair, University Council Chelsea Willness, University Secretary & Chief Governance Officer Jacquie Thomarat, Director, Academic Governance



University Council E284 - 105 Administration Place Saskatoon, SK Canada S7N 5A2 Phone: (306) 966-6253 Fax: (306) 966-4458

MEMORANDUM

RE:	PANDEMIC PLANNING: ACADEMIC DECISION-MAKING PROCESSES
DATE:	December 23, 2021
FROM:	Terry Wotherspoon Chair, Governance Committee of Council
то:	Members of University Council

The University of Saskatchewan is taking appropriate measures to ensure the safety of the campus community for the return to classes in January 2022. The Omicron COVID-19 variant will have an impact on Saskatchewan, and it important that the work of the University, including governance and the academic mission, continue with minimal interruption.

In preparation for the potential need for expedited decision-making to ensure the safe and effective delivery of academic programming in Winter 2022, the Governance Committee of Council has taken steps to act in accordance with following clause from the Council Bylaws:

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 (Council Bylaws, Part One III. 5 (i)).

President Stoicheff and Council Chair Susan Detmer confirmed the need to enact emergency measures this morning, December 23, 2021. Therefore, the Governance Committee approved the following motion, which will allow for academic decision-making to occur quickly in response to the ever-evolving challenges posed by the pandemic.

(Wotherspoon/Detmer): That the Governance Committee assign responsibility to the Executive Committee of Council to decide on urgent matters on behalf of University Council and take necessary measures in light of COVID-19 in the best interest of the University of Saskatchewan to deliver on the core academic mission while also ensuring the health and safety of the campus community.

This empowers the Executive Committee of Council (which is comprised of the Council Committee Chairs) with decision-making authority on behalf of Council, between now and the January 27, 2022, meeting of University Council, including over the holidays. We are grateful to the Executive Committee for taking on this additional responsibility.



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We also wish to acknowledge and thank the PRT for their ongoing efforts and guidance in keeping the campus community safe during these challenging times.

cc: Peter Stoicheff, President and Vice Chancellor Susan Detmer, Chair, University Council Chelsea Willness, University Secretary & Chief Governance Officer Jacquie Thomarat, Director, Academic Governance



PRESIDENT'S REPORT TO COUNCIL January 2022

Happy new year and a warm welcome back to Council members. I hope you had a relaxing and refreshing holiday break and were able to reconnect and safely spend time with family and friends, whether in person or in spirit.

As we begin 2022 with a mixture of anticipation and perhaps a little apprehension, know that the university's first priority is taking care of the health and safety of all on our campuses and in our communities. The overwhelming support for public health measures by the vast majority of USask faculty, staff and students – from requiring being <u>fully vaccinated</u> to mandatory masking – has been remarkable, and an extraordinary success story in these most extraordinary of times.

While the pandemic is not through with us yet and we don't know exactly what we will face in this new year, rest assured that the university is taking all **precautions** necessary to provide the safest working, teaching and learning environment possible. As a result, we delayed the start of the semester for most courses and programs for a week until January 10. In addition, we have temporarily shifted to remote learning until February 7. Given the data available, it is not anticipated that a further extension of precautionary measures will be required beyond February 7. Knowing that we are living through a quickly changing situation in many parts of Canada, we will continue to monitor and adjust our safety protocols as necessary to ensure the health and wellness of our campus and broader communities. Masks must be worn at all times (minimum three-ply single-use masks) on all USask campuses, and students, staff and faculty are also encouraged to access the free rapid testing kits that are now **available**.

As we do everything possible to ensure our campus community remains safe through this fifth wave driven by the Omicron variant, USask researchers and health-care specialists remain front and centre in the fight against COVID-19 locally and globally. While we deal with the reality of the pandemic and the introduction of enhanced protective measures, we also remain firmly focused on our mission to deliver world-class academic programming and research, and to making a difference in the community, the province, the country and the world.

USask's Pandemic Response and Recovery Team is closely monitoring the spread and impact of the new Omicron variant and will adjust and enhance our health and safety measures as necessary. Bolstered by the protections currently in place on campus, we will offer more in-person learning and research opportunities in this term, while also being prepared to switch to remote teaching, learning and working options if deemed necessary.

For now, I wish you all a warm welcome back to our campuses for 2022, with the hope that the year will bring new promise and new opportunities in a post-pandemic world.

Best regards, Peter

USask community members appointed to the Order of Canada

Graduates, a professor emeritus and several community members with strong ties to USask <u>have been named to</u> <u>the Order of Canada</u>, a distinction for their outstanding achievement, dedication to the community and service to Canada.

Sen. Lillian Dyck (BA'66, BA'68, MSc'70, PhD'81) was appointed as an Officer of the Order of Canada "for her contributions to human rights and social justice, and for her powerful advocacy of First Nations and racial minorities in Canada."

Deborah Chatsis (BSc'83, LLB'86, DL'15) was appointed as a Member of the Order of Canada "for her leadership as the first member of a First Nation to serve as ambassador for Canada, and for her advocacy of human rights around the globe."

Dr. Frederick (Ted) Leighton (DVM'79), <u>a professor emeritus and graduate of the Western College of</u> <u>Veterinary Medicine</u> (WCVM) was recognized for his lifetime contributions to veterinary medicine as a clinical pathologist and as an internationally renowned scholar specializing in wildlife disease.

Ed Ratushny (BA'64, LLB'65), a nationally regarded legal scholar, author and certified NHL hockey agent, earned bachelor's and law degrees at USask in the 1960s before embarking on an award-winning legal career. <u>Ratushny</u> was awarded an honorary degree during the 2021 USask Spring Convocation online celebration.

Gregory P. Marchildon (JD'80), was recognized "for his contributions to health care policy in Canada, and for his mentorship of the next generation of policy-oriented researchers."

Max T. Eisen (LLD'20) was named as a member "for his contributions to Holocaust education, and for his promotion of transformational dialogue on human rights, tolerance and respect."

Gerald Friesen (BA'64) was inducted "for his contributions to Canadian historical discourse through his inclusive and comprehensive research on Indigenous and ethnic groups in western regions."

Other appointees with strong community connections to USask include author Yann Martel, "for his contributions to literature and for his philanthropic commitment to the betterment of his region," and Vaughan Wyant, "for his contributions as a business leader in the auto industry in Western Canada and for his community philanthropy."

Gov. Gen. Mary Simon announced the 135 new appointees to the Order of Canada on Dec. 29. Appointees included two companions, 39 officers, one honorary member and 93 members. Established in 1967, the Order of Canada is the cornerstone of the Canadian Honours System and recognizes people in all sectors of Canadian society for their contributions to communities throughout Canada. More than 7,000 people from all sectors of society have been invested into the order.

Global Agri-Food Advancement Partnership launched to support agri-food start-up companies

The Global Agri-Food Advancement Partnership (GAAP) is beginning its work to assist start-ups and grow the agri-food industry in Western Canada. The partnership came about because the founding partners – Ag-West Bio,

the Global Institute for Food Security (GIFS) at the University of Saskatchewan (USask), Innovation Place, and the Saskatchewan Food Industry Development Centre (Food Centre) – recognized that there was a gap in the innovation pipeline.

Almost all the elements were already in place in the region to create a world-class agri-food innovation cluster, but agri-food start-ups have unique challenges: along with the usual issues faced by most start-ups, they often need highly specialized equipment and staff, have high upfront costs, and face a long road to market entry and revenue generation. This is where the GAAP fits.

The GAAP targets two types of companies:

- Early-stage companies working on promising, disruptive technologies in the early stages of development (post proof of concept) with application in agriculture, food, or food processing.
- Domestic and international clients looking to establish a presence in Western Canada will find a softlanding at the GAAP. It will allow them to access the North American marketplace with lower entry costs, reduced capital expenditure, tailored concierge services, and an expedited path to market.

Companies within this new partnership can enjoy the following benefits:

- Access to GAAP facilities for up to 3-4 years. This includes greenhouses, laboratories and offices at Innovation Place, GIFS' Omics and Precision Agriculture Laboratory (OPAL) to support plant breeding, post-harvest technologies, and drone, imaging and sensor technologies, and the Food Centre's expertise and incubation suites.
- Access to significant investment from GAAP (upwards of \$1M with support from partners) to qualifying companies, to allow them to focus on technology progression and market adoption.
- Access to commercial-volume scale-up opportunities for early-stage and rapid growth stage companies as they encounter the hurdles of mass production, or the daunting task of financing their own build.
- Access to mentorship from experts in business development, regulatory pathway, product development, fundraising, marketing, logistics, exporting, and more. Entrepreneurs can also access training on specialized equipment. All this will help companies avoid costly mistakes, expediting the path to market and lowering capital requirements.

GAAP is pleased to be working with investors from the private industry and is ecstatic regarding the recently announced support of \$1.5 million from Prairies Economic Development Canada. GAAP will attract new talent, create new jobs, and increase international partnerships. A stronger ecosystem will support start-up companies as they develop tools to tackle global challenges of our day, such as food security and climate change.

Global Institute for Food Security at USask announces new Bangladesh office and new Research Chair

The Global Institute for Food Security Regional Office in Bangladesh, inaugurated on December 12, will support GIFS' multidisciplinary research, training and development partnership with the Bangladesh Agricultural Research Council (BARC) of its Ministry of Agriculture, designed to help promote sustainable food security in the country.

Based at GIFS, the newly created Bangabandhu Research Chair in Food Security has been awarded to Dr. Andrew Sharpe (PhD), GIFS' director of genomics and bioinformatics. Named in honour of Bangladesh's first President and Prime Minister Sheikh Mujibur Rahman, the chair will lead vital agriculture research and development activities between Saskatchewan and Bangladesh, to establish the goals of the partnership.

Saskatchewan is a leading agri-food exporter in Canada and Bangladesh is one of the province's top 10 markets, with 2020 exports to the country alone valued at \$612.9 million. Bangladesh is also emerging as a trade and investment destination with pro-business and pro-investment policies, vast interconnectedness within the South East Asia region, growing exports, expanding infrastructure and strong domestic demand.

Provost's report to University Council

January 2022

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hãn. ëdłanet'e? taanishi. Aniin [English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

GENERAL REMARKS

I hope you had an enjoyable holiday season and found time to rest and renew. I thank each of you for your flexibility during another dynamic moment in the pandemic. We remain grateful to all those across our university community for safe practices, and to our medical and public health experts and members of the Pandemic Response and Recovery Team for decisions in response to the pandemic.

If you have questions about any of the initiatives coming out of the Office of the Provost and Vice-President Academic in service of the university, please do feel free to contact me at <u>airini@usask.ca</u>.

TUITION CONSULTATION

In the spring of 2021, a working group on tuition consultation recommended to the provost that USask pilot a survey of students as part of the annual cycle of information gathering and discussion around setting tuition. We held tuition consultation sessions this fall with students and student leaders and appreciated the time everyone took to participate. The participation was voluntary, and responses were anonymous. In total, 813 students responded to the invitation to provide feedback.

Based on feedback received, it is recommended that we increase efforts to advertise the survey (with the assistance of student leadership) as well as by reformatting the survey using the current findings to create closed-ended questions (e.g., asking for rankings of areas) that students might view as easier to complete. The full report can be found <u>here</u>.

We will continue exploring how we are consulting with students on tuition and ensuring we listen and meet our students where they are.

RESOURCE ALLOCATION

At USask, academic values lead decision making and budget realities inform decisions. Academic input into budgets is both welcome and essential. With this in mind, and thankful for the input of the PPC and other colleagues, the Vice-President Finance and Resources (Mr. Greg Fowler) and I have introduced regular planning and budget townhalls. You can find information about these, including the video recordings, ppts, and Q/A at the USask sharepoint site <u>here</u>. The next planning and budget townhall will be early in the summer term. In addition, information about finances can be found <u>here</u>.

At this time of the year, we are progressing with the resource allocation process. Information about the RA process overall can be found <u>here</u>. The full year timeline for the RA process and financial reporting has been shared with the Council Committee Chairs. Below is an extract relating to Winter term, to give a sense of the budget and financial planning process. Please do feel free to contact me with any questions, suggestions, or comments.

Sincere thanks to all those involved in resource allocation, financial strategy, finances, budget and Budget Committee. Thank you to all academic leaders, department heads, and administrators who have

been working so diligently to prepare budgets within the resource allocation to their unit. A resource allocation briefing has been provided to PPC (January) and will be provided to the wider university community in Summer term. The briefings make explicit the alignment between the University Plan 2025, resource allocation and budgets.

Target Date	Description
January 2022	
21st	Final unit-reviewed 2022/23 Position and Salary Verification Worksheets to be returned to Office of Financial Strategy for review and budget summarization.
21st	2022/23 Budget Development will be closed for RC budgeting of non-salary expenses, revenues, recoveries, and interfund transfers.
January	2022/23 Multi-Year Financial Planning End: Complete "inclusive" multi-year financial planning by Institutional Planning and Asssessment and the Office of Financial Strategy.
January-February	Development of Restricted fund budgets for 2022/23 by the Office of Financial Strategy.
February 2022	
4th	2021/22 quarterly forecasting and variance analysis: Templates for Q3 (May-January actuals and space for February-April forecasts) issued to Responsibility Centres for completion.
15th	2021/22 quarterly forecasting and variance analysis: Templates for Q3 due back to the Office of Financial Strategy for review and consolidation for PAC and Board reporting.
January-February	2022/23 detailed budget (comprehensive for all funds) compilation and review by the Office of Financial Strategy. Discussions with RCs to confirm budget completeness and reasonability as required.
February	2022/23 detailed budget compilation and finalization (comprehensive for all funds) by Office of Financial Strategy.
March 2022	
Early- March	Q3 financial update (including Q3 forecasting and variance analysis), 2022/23 comprehensive detailed budget, and 2022/23 institutional "inclusive" multi-year financial plan presented to the Provost's Advisory Committee (PAC) for approval.
21st	Q3 financial update (including Q3 forecasting and variance analysis) and 2022/23 comprehensive detailed budget presented to the Board of Governors for approval.
31st	2022/23 Detailed Budget Note Packages distributed to RCs (final versions of budget reports and salary worksheets).
	presented to the Board of Governors for approval.

INDIGENOUS IDENTITY TASKFORCE

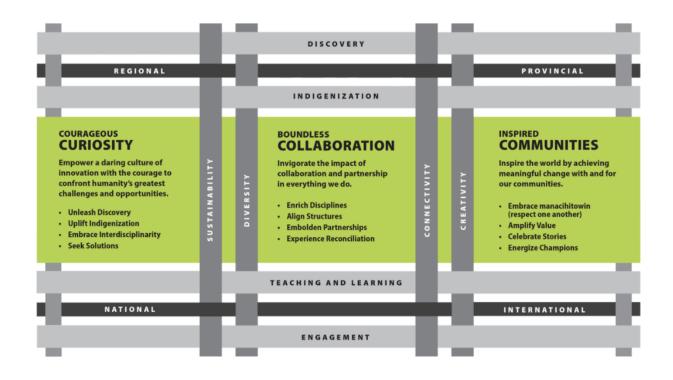
Starting this month, the university will begin meetings with the recently formed Indigenous Identity Verification Taskforce (IIVT). The IIVT is Indigenous-led, Indigenous-facilitated dialogue will begin meeting at the end of the month. The recommendations that come from the task force will allow the campus community to move forward and create a policy, procedure, and implementation plan for the verification of Indigenous candidates to the University of Saskatchewan, current employees, and students. This work is a priority of the provost, the president and, most importantly, the Indigenous community. More information will be available in the coming weeks.

Thank you to the Vice-Provost Indigenous Engagement (Interim) Dr. Angela Jaime and the Office of the VPIE for leading this key initiative, with the full support of our university.

To learn more about some of the many Indigenous initiatives underway at USask see <u>here</u>. To connect with the Office of the Vice-Provost Indigenous Engagement see <u>here</u>.

BLACK HISTORY MONTH

Every February, <u>people in Canada</u> are invited to participate in Black History Month festivities and events that honour the legacy of Black Canadians and their communities. Our university will have the opportunity to share in a range of activities to celebrate and acknowledge the transformative work that Black Canadians and their communities have done in the past and are doing now. We look forward to sharing information about these events and activities in the coming weeks.



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 our University 2025 Aspirations are included.

Transformative decolonization leading to reconciliation

<u>Vet student's future compass points North</u> – Tannicka Reeves had a chance to investigate a veterinary career during a careers class at her high school in Whitehorse, Yukon. She moved to Saskatoon, where she completed a Bachelor of Science in Animal Bioscience degree at the University of Saskatchewan. Reeves also found time to volunteer at Saskatoon clinics, and after graduation, those experiences helped her land a job in Whitehorse. Reeves' knowledge and experiences are serving her well at the WCVM. She's enjoying all of her classes and appreciates that they are designed to align in context, allowing her and her classmates to integrate the information they've learned during biomedical rounds when they review real-life case studies.

University of Saskatchewan College of Arts and Science graduate researcher Kate Gillis is <u>exploring the</u> <u>contributions of Métis women</u> in the establishment of Métis people from the Red River region (now Manitoba).

Productive collaboration

Health Sciences: The Health Sciences Deans Committee has approved charters related to two projects recently funded as strategic priority initiatives. The shared courses project will assess opportunities to deliver shared health science courses to students in the university's health science colleges and schools and will develop any required supporting policies, procedures, and infrastructure to enable these courses. This initiative will be piloted by investigating opportunities to share new and existing Indigenous health and wellness courses. The project will work in partnership with — and benefit from

the momentum built by — the tuition bridge-funded project, which is currently developing an online introductory professionalism common course for health science students.

The health sciences reorganization project will work to define a governance framework that will amplify each of the disciplines in the health sciences and model ways to connect while advancing shared academic and research priorities.

The project will undertake an environmental scan of comparator institutions and map internal USask structures' current state. It will engage with stakeholders to develop a proposed future state organizational structure to enhance collaboration between the university's health science colleges, schools, and the administrative USask Health Sciences unit. The project will articulate the administrative, governance, and budgetary infrastructure required to facilitate the future state's implementation.

Dentistry: Earlier this month the College of Dentistry received news that both dentistry program (DMD) and dental assisting program (CDA) have been granted Fully-Accredited program status. This is a nationally significant occurrence. For the CDA program, which started only 3 years ago, this is an upgrade from Provisionally Accredited program status. For the DMD program, this is an upgrade from their previous accreditation status. Most importantly, this is the first time the dentistry program (DMD) has had Fully Accredited Program status since 1990. We all join in congratulating the College of Dentistry, with particular appreciation to Dean Brothwell.

Distinguished Learners

Natalie Bolen, a graduate of the Edwards Master of Science in Marketing, <u>was recently featured</u> in the Star Phoenix 2021 Young Innovators series. Bolen's research combined aspects of health care and service marketing to investigate how new mothers navigate the complexity of science during health care services. Bolen is now a PhD marketing student at the University of Alberta, where she aims to pursue a career in research.

<u>USask grad student, Hayley Popick</u> and her research team are investigating how contaminants generated from the City of Saskatoon may be affecting the water supply and ecosystems of the South Saskatchewan River.

Edwards School of Business alumna <u>Jacqueline Cook</u> (BComm 2013) was selected as one of Canada's Top 40 under 40. Canada's Top 40 Under 40 is the country's most coveted award for young business leaders, honouring visionaries and innovators who are exceptional leaders. Congratulations to Jacqueline Cook on this accomplishment.

Meaningful impact

In the early days of the pandemic, the College of Medicine's Division of Continuing Medical Education (CME) quickly became a go-to resource for health-care professionals. Offering webinars, the virtual education <u>supported health-care workers</u> during pandemic and provided opportunities to learn about the emerging virus, reaching thousands of people from all over the world.

Students at the University of Saskatchewan will soon have access to additional scholarships to support their educational journeys, thanks to a \$100,000 gift to USask's College of Arts and Science. The new <u>Gerald & Joan Johnson</u> Endowed Student Award will support undergraduate students in the college studying fine arts, environmental studies or astronomy programs.

<u>Supporting mental health in northern Saskatchewan communities during COVID-19</u>: Psychiatrist Dr. Sara Dungavell (MD), an assistant professor in the Department of Psychiatry, regularly flies from Saskatoon to see patients in the northern communities of La Loche, La Ronge and area as well as within the Athabasca

Health Authority, including Stony Rapids, Black Lake and Fond du Lac. During the pandemic, Dungavell has been able to stay in contact with her patients through virtual and tele-remote technologies.

Global impact

A recent annual <u>SSHRC report</u> included one of our leading edge USask researchers in the humanities at USask. The work of Prof. James Waldram is part of a leading edge community of scholars including Dr. Kali Deonandan (Political Studies), Dr. Karen Lawson (Psychology), and Dr. Jenn Poudrier (Sociology). Please do explore the Humanities and Social Sciences at USask.

SEARCHES, APPOINTMENTS, AND REVIEWS

Committees

Thank you sincerely to all committee members serving on appointments committees and to the administration and support staff who support these committees. Thank you for taking up these vitally important roles as university citizens for those appointed to service leadership roles. And, for those individuals new to USask: a very warm welcome.

Reviews and searches

During fall and winter terms the following reviews and searches will be undertaken:

Reviews:

- Dean Suzanne Kresta, College of Engineering

Searches:

Commencing FY 2021-22

- Dean, College of Arts and Science (winter 2022)
- Dean, College of Education (winter 2022)
- Vice-Provost, Teaching, Learning and Student Experience (winter 2022)

Commencing in FY 2022-23

- Dean, College of Dentistry (fall 2022)
- Vice-Provost Indigenous Engagement (winter 2023)

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thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

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January 2022

Wrapping up the shorter month of December, the USSU continued to help students navigate towards a bright new semester of term 2. The executives have been planning ongoing initiatives and seeking to create further communication and discussions with the student community.

Return to Campus

As many students await to hear decisions regarding the campus community's return, the USSU has been actively supporting students with learning accommodations so that they can continue their education in the next term. Overall, we supported a number of inquiries and guided students to resources while navigating the unpredictability of the next term.

We have also continued to have ongoing discussions with the Pandemic Response Team regarding concerns students have brought to us. We recognize the barriers of the new Omicron variant and continue encouraging our undergrad students to get double vaccinated and also boosted to keep our community safe.

Holidays Activities

In December we kept our student community engaged through various initiatives such as the Holiday Card Making Workshop at Louis' Den. We encouraged students to come and make Holiday Cards, which the USSU would mail them out to anyone they wished. We supplied all the crafting resources along with various snacks.

Next, we had the holiday skate event. It was a huge success! We also worked with Residence team to promote the event to a larger number of students. We were thrilled to see a great turnout. We also supplied students with hot chocolate or coffee to warm up during the event. Also, many students expressed their interest in having more activities like skating for the winter term. Therefore, the USSU Help Centre will take the lead on another similar event for upcoming Adulting 101 workshops.

University Students' Council (USC)

As we wrapped up a successful term at USC, our last guest of the year included inviting the StudentCare team to present on their benefits for students to access regarding health and dental care, along with upcoming new projects. USC also had an opportunity to get together in-person during December to socialize with Members of Students' Council to network and connect with another.

Room 110, 1 Campus Drive University of Saskatchewan Saskatoon, Saskatchewan S7N 5A3



Undergrad-Grad Transition Program

We continue working with the College of Graduate and Postdoctoral Studies (CGPS) to bring a transition program for Usask undergrad students that want to pursue graduate studies. We had a discussion with CGPS Executive Officer Grad Hub Oversight and other members from CGPS regarding transition pieces and changes to the Grad Hub. We are optimistic for an impactful launch to the project in the near future.

Centres

December was a prosperous month for the USSU Centres. All of the centres offered peer support, resources, and community to students during the final exam period. Hundreds of exams were sent to students from the USSU exam file during the month and the centres also hosted their discussion groups. The Food Centre continued to be extremely busy with over 75 U-food hampers being distributed to students during the month.

A new USSU Student Crew/Safewalk Coordinator was hired in December as well. Lucas Kobashi has joined the team and began the work of hiring Student Crew staff that will start in this month. Student Crew will staff Late Night Study beginning in mid-January at the Murray Library. The service will provide a safe study space for U of S students until midnight during the week and 9pm on weekends. With the environment changing rapidly due to the Omicron variant, the centres are working to develop a plan for the Winter Term that will allow students to access the centres while ensuring safety for volunteers, coordinators and the U of S community.

The Pride, Women's, and Help centres will operate on reduced hours of 11am-2pm until January 24th. Coordinators will staff the centres providing support to students, and will work on an exciting range of events for the term.

Looking Forward

We have many upcoming initiatives in the new year and look forward to planning for bigger upcoming projects through the USSU such as Naloxone Training Sessions, Teaching, Excellence Awards and Women in Leadership and more!

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

President's Report - University Council Meeting, January 2022

Dear Members of Council,

I would like to welcome all of you to the first council meeting of the winter term.

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. GSA Holiday Hangout 2021

The Graduate Students' Association Executive team hosted a very successful holiday hangout. We had a dedicated group of volunteers, who served about 390 students during the December holiday hangout, when the weather was a bit extreme. We thank all those students, who signed up, and showed up to receive their meals. We also extend our gratitude to the sponsors, who willingly donated towards this event.

2. GSA Winter Orientation 2022

The Graduate Students' Association Executive team will be hosting a virtual orientation event on January 12, 2022 at 1:00 PM (Saskatchewan Time) via Zoom, where we have invited Studentcare to welcome our new incoming graduate students and provide information on the Health & Dental Plan.

Following extended discussions, the GSA Executives decided to postpone Swag Bag Pickup for winter orientation due to the rising cases of COVID-19 within this province.

3. GSA Need-Based Winter Bursary

Applications for the GSA 2022 Winter Term Bursaries are being accepted from Saturday, January 1, 2022, at 8:00 AM until Saturday, January 22, 2022, at 5:00 PM. Please see our website and newsletter for further details.

4. Ongoing Discussion around Student Fees for Remote/Online Students

The Graduate Students' Association Executive team is having discussions with university senior leaders, and different stakeholders, to consider waiving student fees for remote/online students. The remote/online students are not able to access campus due to university closure, and with several date changes, it is very unpredictable whether students will access campus during the winter term.

5. Support Students' Health and Well-Being

The GSA is working closely with Studentcare with discussion to enhance the existing services for all graduate students, as many students are impacted by COVID-19 situation and may need to access enhanced services to cope with this difficult time.

6. Advocating for Students Services Provided by Consumer Service Division

The Graduate Students' Association initiated regular conversations with the Consumer Service Division. The GSA is strongly advocating for students living in the university residence to get enhanced support, have a more inclusive environment, and having policies catered for graduate students. The GSA was able to have a positive communication with the Parking authority to provide reduced parking passes to students living in university residence during summer.

7. Advocacy for Investigation on Degree Delay

The GSA is also advocating for students getting delayed on their degree programs and requested the College of Graduate and Postdoctoral Studies, College of Arts and Science, and University of Saskatchewan Faculty Association to investigate at department-level the reasons behind such delay, except for the students having proper accommodation.

We look forward to working with the graduate students and academic councillors to continue our effort to support our graduate students during their academic journey at the USask.

Rifat Zahan President, Graduate Students' Association

UNIVERSITY COUNCIL

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

REQUEST FOR DECISION

PRESENTED BY:	Ken Wilson, Vice-Provost Faculty Relations Chair, Joint Committee For Chair and Professorship
DATE OF MEETING:	January 27, 2022
SUBJECT:	The Knight Family Enhancement Chair in Neurological Surgery

DECISION REQUESTED:

(Smith/Delbaere) It is recommended that Council approve the Knight Family Enhancement Chair in Neurological Surgery, pending the approval of the Board of Governors on March 22, 2022, effective September 1, 2022.

PURPOSE:

Developed in consultation with the College of Medicine and the Saskatchewan Health Authority to support the activities of the Chair in Neurological Surgery in the improvement and enhancement of neurosurgery care in Saskatchewan. The chair will bring together various nodes of expertise within USask and beyond to bridge disciplinary boundaries and will focus on harmonizing and enhancing the education, research and clinical care in Saskatchewan's neurosurgery, unifying Regina and Saskatoon neurosurgery divisions into a common mandate and aligning with the Ministry of Health's provincial initiative.

CONTEXT AND BACKGROUND:

Presently, there is not a defined academic mandate for the Neurosurgery Division Head. The current organizational structure has the Saskatoon Neurosurgery Division Head (Dr. Michael Kelly) reporting to the Saskatoon Site Lead for Surgery (Dr. Brian Ulmer) in the Saskatchewan Health Authority organizational structure. Dr. Kelly reports to Dr. Ivar Mendez, the Academic Head of Surgery for Saskatchewan. The creation of a named Chair in Neurosurgery, with the intention that it be associated with the Neurosurgery Division Head, would help overcome this shortfall. The Division of Neurosurgery in Saskatoon has a high degree of productivity as far as clinical care, teaching and research productivity. The chair position will build on this well-established foundation.

Research initiatives will focus on the establishment of clinical trials in the areas of neurooncology, neurotrauma, pediatric neurosurgery and cerebrovascular diseases. Translational science research would be expanded in the areas of neurotrauma and neurooncology. A collaborative approach will be tasked between researchers in the College of Medicine and Division of Neurosurgery. The Chair of Neurological Surgery will facilitate and foster these relationships.

Additionally, the chair will lead work to educate Saskatchewan physicians already in practice. This work will be in collaboration with the College of Medicine and the office of the Associate Dean of Continuing Medical Education.

Finally, the chair will increase the quality of physicians educated through the College of Medicine and address gaps related to the identified areas of focus, further solidifying the university's leadership position related to the education and training of HQP for the College of Medicine.

CONSULTATION:

The proposal for The Knight Family Enhancement Chair in Neurological Surgery was developed through consultation with College of Medicine and the Saskatchewan Health Authority. These discussions were led by the Director of Advancement in the College of Medicine and have been endorsed by the Dean of the College of Medicine. The Terms of Reference for the Chair were developed in consultation with University Relations, and the Joint Committee on Chairs and Professorships has been consulted regarding the establishment of this position.

SUMMARY:

The University of Saskatchewan's Strategic Framework - "The Weave" – highlights the need to contribute to a sustainable future by leading interdisciplinary and collaborative approaches to discovery, teaching and outreach.

Furthermore, the University has identified One Health as one of its six signature research areas. In addition, this chair is co-aligned with three of the University's pivotal commitments, identified in their Research Strategy: *Invigorating our health cluster* through unlocking the creativity, innovation and community potential of interdisciplinary health and wellness research. *Emboldening our strengths* through cultivating areas of emerging strength and potential while amplifying our signature priorities; and *Putting our knowledge to work* for the benefit of society, showing the population that we are the university the world needs right now. The collaborative research activities associated with this chair will be essential to realize the economic and societal benefits of improved neurological surgery care.

The funding model pursued to establish this chair is a mutually desirable partnership involving a private donation. The committed funding will support a chair for the defined term, allowing USask to build its academic capacity while limiting financial risk. The partnership is attractive to the funders because it effectively leverages USask institutional strengths to achieve shared research and educational goals.

ATTACHMENT:

The Knight Family Enhancement Chair in Neurological Surgery Terms of Reference



The Knight Family Enhancement Chair in Neurological Surgery Terms of Reference

Purpose:	To support the activities of the Knight Family Enhancement Chair in Neurological Surgery in the improvement and enhancement of neurosurgery care in Saskatchewan.
Chair Type:	This will be a Term Chair.
Source and Amount of Funding:	A pledge of \$1,000,000 from Kevin Knight (\$200,000/year over 5 years) will provide the initial funding for this chair. Additional donations from various individuals, organizations, or industry groups may also be used to provide additional funding for this chair.
Tenability:	An annual gift of \$200,000 for 5 years, beginning September 30, 2022.
Selection Committee:	As determined by the Dean, College of Medicine, in accordance with Section 4.1 of the Guidelines for the Establishment of Chairs and Professorships. The selection committee will operate in accordance with Section 4.1 of the Guidelines for the Establishment of Chairs and Professorships as approved by University Council and the Board of Governors. It is anticipated that the chair position will be filled on November 1, 2022.
Chairholder Responsibilities:	 The chairholder will: Transform and harmonize neurosurgery care in Saskatchewan – including all research, teaching and clinical care aspects. Enhance the quality of life for patients across the province, especially those in remote and Northern areas, like the many Indigenous populations that are affected more commonly by neurological diseases. Improve patient care and access to state of the art management of neurosurgical problems such as neurotrauma, oncology, cerebrovascular and spinal issues. Ensure that all patients facing traumatic injuries and neurological issues receive the leading-edge care they deserve here at home in Saskatchewan. Create new, life-saving surgical techniques; pursue research opportunities to reduce recovery time for neurosurgery patients; and teach the next generation of surgeons to be leaders in the field. Through collaboration within the University of Saskatchewan, and with the Saskatchewan Health Authority, the Saskatchewan, the Chair in Neurological Surgery leadership will focus on harmonizing and enhancing the education, research and clinical care in neurosurgery. This Chair will unify Regina and Saskatoon neurosurgery divisions into a common mandate, aligned with the Ministry of Health's provincial
The Knij	January 10, 2022 - smb

initiative. This will help the province's health care system to best use resources to support high-quality, consistent and safe care.

 The use of remote presence technology and virtual care to access remote locations will support rural and Indigenous access to this lifesaving care. Improved coordination of interdisciplinary care for conditions such as brain tumors will also make major strides in patient outcomes.

Term of Chair:The chair title will be conferred for a five-year term, renewable based on
success of chair, and the availability of continued donor support.

Management Committee:The Chair will be managed as per Section 5 of the Guidelines for the
Establishment of Chairs and Professorships. Given the nature of the Chair,
the dean will assume responsibility of the Management Committee as
described in Section 5.1. The Management Committee shall consist of the
following positions (or their designates):

- Dean, College of Medicine
- Provincial Department Head, Surgery
- Vice Dean, Research, College of Medicine
- Director of Advancement, College of Medicine
- Neuroscience Cluster Lead, College of Medicine

Representatives of the funder will also be extended an invitation to sit on the Management Committee.

The Dean, College of Medicine will act as the chair of the Management Committee. The Dean, at their discretion, may also appoint additional members to the Management Committee as circumstances warrant to support to the chair's objectives.

As per section 5 of the JCCP guidelines, the department head or dean as appropriate will conduct an annual review of the performance of the incumbent in accordance with the university's practices for the review of equivalent positions.

The Management Committee's responsibilities shall include the following:

- 1. Oversee the activities of the chair to ensure they are in keeping with the chair's purpose and are integrated with the university's priorities.
- 2. Provide guidance to chairholder on activities to ensure progress relative to annual and long-term objectives.
- 3. Approve annual budgets.
- 4. Receive and review the annual and financial report on the activities of the chair.
- 5. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
- 6. Provide a copy of the annual financial and activity report to chair funders.

	7. To review chairholder performance as prescribed in the University of Saskatchewan Faculty Association agreement and according to the Standards for Promotion and Tenure set by the College of Medicine. If the management committee determines the incumbent's performance is not meeting the required standards, then corrective procedures will be carried out according to the collective agreement for faculty.
Eligible Expenditures:	Expenditures will be in alignment with Section 2.0 of the Guidelines for the Establishment of Chairs and Professorships, and will relate to the budget for the chair (attached).
Excess/Insufficient Funds:	Should there be insufficient funds to cover all eligible expenditures for the chair, the College of Medicine will allocate funds to complete the term of the chair.
	At such time that the Chair ceases to be in existence, any unspent funds will be used for research in the College of Medicine related to neurological research.

In the event that circumstances make the specified use or administration of this fund no longer practical or desirable, the Board of Governors of the University of Saskatchewan is hereby authorized to make changes in the use or administration of the fund to maintain, as much as is reasonably possible, its spirit and general intent.

The College of Medicine recommends the creation of this Fund based on the above terms:

Preston Smith				
Dean, College of Medicine				

Date

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

Kenneth Wilson, Ph. D. Vice-Provost, Faculty Relations Date

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

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

The Knight Family Enhancement Chair in Neurological Surgery – Draft 5 January 10, 2022 - smb Page 4 of 4

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2021
SUBJECT:	Termination of the Engineering Professional Internship Program
MOTION:	(Oates/Deters) It is recommended that the Council approve the termination of the Engineering Professional Internship Program, effective May 2022.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Engineering is proposing the termination of the Engineering Professional Internship Program, effective May 2022. This program was effectively replaced by the Engineering Co-op Internship Program, which was approved in November 2019.

A number of courses for this program will be terminated as well. There will be no impact on faculty teaching assignments or on students in the program, as students interested in internship opportunities have been directed to the Engineering Co-op Internship Program since 2020.

CONSULTATION:

The Academic Programs Committee reviewed this request for termination at its December 15, 2021 meeting and recognized that it has always been the intent of the College of Engineering to terminate the Engineering Professional Internship Program once the new Co-op Internship Program was up and running.

ATTACHMENTS:

1. Report Form for Program Termination – Engineering Professional Internship Program



Report Form for Program Termination

Program(s) to be deleted: Engineering Professional Internship Program

Effective date of termination: 202205

1. List reasons for termination and describe the background leading to this decision.

2. Technical information.

- 2.1 **Courses offered in the program and faculty resources required for these courses.** Four courses were offered, each course representing a four-month work placement. Each work placement required a final report on the students' experience which faculty supervisors were required to mark the student reports every four-month term depending on the length of the work placement.
- 2.2 **Other resources (staff, technology, physical resources, etc) used for this program.** Co-op and Career Coordinator facilitated placements with employers and students.
- 2.3 **Courses to be deleted, if any.** EPIP 401, EPIP 402, EPIP 403, EPIP 404

2.4 **Number of students presently enrolled.** There are currently no students enrolled in any of these courses. The last students in these courses were registered in 202105/202107. All students currently in this program have completed the courses.

2.5 Number of students enrolled and graduated over the last five years.

				Numb	er of Students En	nrolled	
Reporting Level	Major	Program	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Undergraduate	Chemical Engineering	EN Professional Intern Prog	47	26	33	17	21
	Civil Engineering	EN Professional Intern Prog	48	30	30	36	29
	Computer Engineering	EN Professional Intern Prog	4	3	5	13	9
	Electrical Engineering	EN Professional Intern Prog	16	11	14	13	14
	Engineering Physics	EN Professional Intern Prog	1			2	2
	Environmental Engineering	EN Professional Intern Prog	14	10	14	5	7
	Geological Engineering	EN Professional Intern Prog	22	12	9	7	4
	Mechanical Engineering	EN Professional Intern Prog	46	35	44	48	37
		Undergraduate Total	198	127	149	141	123
Grand Total		198	127	149	141	123	

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? There will be no impact as the program has been replaced by the Engineering Co-op Internship Program.
- 3.2 What impact will this termination have on faculty and teaching assignments? There will be no impact on faculty teaching assignments. This will reduce an administration duty for Faculty Supervisor's assignment of duties within the departments.
- 3.3 Will this termination affect other programs, departments or colleges? There will be no effect on other programs, departments, or colleges because this program has been replaced by the Engineering Co-op Internship Program. Programs that required the EPIP course will now utilize the new suite of courses that have been created.
- 3.4 **If courses are also to be deleted, will these deletions affect any other programs?** The termination of these course will not affect other programs because new courses have been created to replace the deleted courses. The course that will replace these courses are ECIP 400, ECIP 401, ECIP 402, ECIP 403 and ECIP 404.
- 3.5 **Is it likely, or appropriate, that another department or college will develop a program to replace this one?** Another department or college would not develop a program to replace this one for The College of Engineering because a new program has already been created.
- 3.6 **Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?** Another department or college would not develop a course to replace this one for The College of Engineering because courses have already been developed.
- 3.7 **Describe any impact on research projects.** There were no research projects associated with the courses which will be terminated.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? None of the resources mentioned were required for the terminated courses.
- 3.9 **Describe the budgetary implications of this deletion**. There are no budgetary implications to terminating these courses because the new program has been created to replace them.

<u>External</u>

- 3.10 **Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).** No external impact as program has been replaced by another program targeting the same stakeholders as the previous program. The new program has brought in additional stakeholders.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? No, this program has already been replaced by the Engineering Co-op Internship Program.

<u>Other</u>

- 3.12 **Are there any other relevant impacts or considerations?** There are no other impacts or consideration to the termination of the program courses of EPIP 401, 402, 403 or 404.
- 3.13 **Please provide any statements or opinions received about this termination.** The program termination was required to create a new program that encompassed a co-op work integrated learning opportunity for a wider range of stakeholders.

(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?

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

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

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

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

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

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

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

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х	
Yes	No	Х	

Yes

No

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

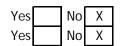
5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

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?

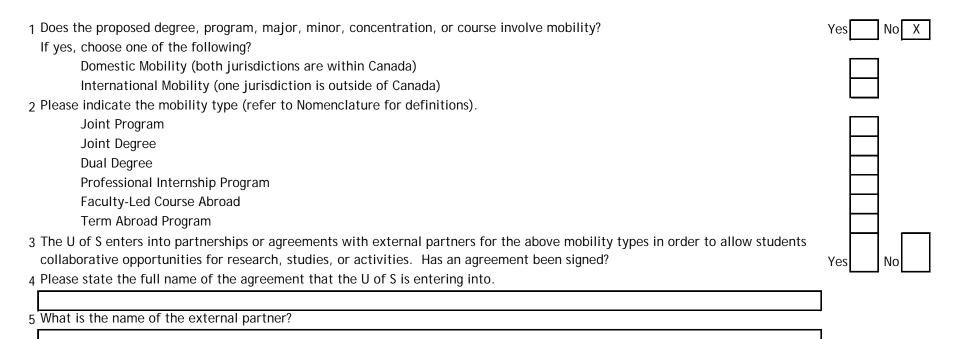


Yes

No

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.



6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program?
- If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

 $_{\rm 3}$ What is the name of this new / revised major, minor, or concentration?

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

5

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

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

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

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

 $_{\rm 2}$ 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?

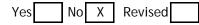
4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area <u>and</u> what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

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?

Yes No X Revised



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

1 Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

Section 7: Course Information - NOT APPLICABLE

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

2

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

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

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

If NO, please describe.

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

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?

Page 9 of 15

No

Yes

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, 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).

Effective Term: 202205

Title: Termination of EN Professional Intern Prog [EPIP] Program

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)? If YES, what and by what date? Yes No

Section 12: Registration Information - NOT APPLICABLE

What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate
degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve?

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

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s?

Section 15: Awards Information - NOT APPLICABLE

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

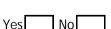
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

To qualify the program must meet the following requirements:

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

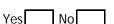


Yes

Yes

No

No





Section 17: Program Termination

1 Is this a program termination?	Yes X No
If yes, what is the name of the program?	
EN Professional Intern Prog [EPIP]]
2 What is the effective date of this termination?	-
202205 [May 2022]]
3 Will there be any courses closed as a result of this termination?	Yes X No
If yes, what courses?	
EPIP 401, EPIP 402, EPIP 403, EPIP 404]
4 Are there currently any students enrolled in the program?	Yes X No
A search in Degree Works for active students in the EPIP program returns 65 students	
If yes, will they be able to complete the program?	
Students in the program will be able to complete.]
5 If not, what alternate arrangements are being made for these students?	_
]
6 When do you expect the last student to complete this program?	
Fall Convocation 2023	
7 Is there mobility associated with this program termination?	Yes No X
If yes, please select one of the following mobility activity types.	
Dual Degree Program	
Joint Degree Program	
Internship Abroad Program	
Term Abroad Program	
Taught Abroad Course	
Student Exchange Program	
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes No
······································	

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1	How will tuition be assessed?		
	Standard Undergraduate per credit		
	Standard Graduate per credit		
	Standard Graduate per term		
	Non standard per credit*		
	Non standard per term*		
	Other *		
	Program Based*		
	* See attached documents for further details		
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?		
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	1	
		_	
	Does proponent's proposal contain detailed information regarding requested tuition?	Yes	 No
	If NO, please describe.		
		1	
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1	
ļ		l	
6	IPA Additional comments?	I	
7	Will students outside the program be allowed to take the classes?	l	
	will students outside the program be anowed to take the classes:	1	
 م	If YES, what should they be assessed? (This is especially important for program based.)	ł	
9	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	J	
Í			
10	Do standard cancellation fee rules apply?	I	
		1	
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	I	
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?	L	
13	Are international students admissible to the program? If yes, will they pay the international tuition differential?		
		1	

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

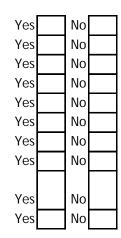
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





Archived: Monday, November 29, 2021 12:34:48 PM From: <u>Warrington, Seanine</u> Sent: Thu, 25 Nov 2021 16:35:25 To: <u>Beck, Jennifer Isinger, Russ Bruce Sparling (AD Academic, Engineering)</u> Cc: <u>Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda</u> 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 To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>; 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>
Sent: Wednesday, November 24, 2021 2:57 PM
To: Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>
Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Storey, Amanda
<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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>> wrote:

.? Soor

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: <u>engr.academicdean@usask.ca</u>



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From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Sent: Wednesday, November 24, 2021 12:19 PM
To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering)
<<u>engr.academicdean@usask.ca</u>>
Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eeileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>
Subject: Consultation with the Registrar Forms - College of Engineering

Dear Russ and Bruce,

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- Termination of the Engineering Professional Internship Program
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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 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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UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Change to Admissions Qualifications for the Master of Public Health (M.P.H.) - Thesis-Based Option
MOTION:	(Oates/Deters) It is recommended that Council approve the changes to the admissions qualifications for the Master of Public Health thesis- based option, effective May 2022.

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 (CGPS) and the School of Public Health are proposing a change to the admissions qualifications required for the Master of Public Health thesis-based program to lower the admissions average from 80% in the applicant's final two years of their undergraduate program to 70%. This change makes the MPH program consistent with other thesis-based Master's programs at USask.

Students seeking to enter a thesis-based MPH program will still be required to first enter the coursebased program and would apply from there. This change will allow more students to consider the thesis-based program and would allow more flexibility in terms of applying for that program.

CONSULTATION:

The CGPS Graduate Programs Committee reviewed the proposed change at its November 30, 2021 meeting and agreed that this change would benefit potential applicants and align with existing practice within the college. The Academic Programs Committee reviewed this request at its December 15, 2021 and agreed that this change would ensure better alignment between the thesis-based MPH program and other thesis-based Master's programs at USask and would allow more students the opportunity to consider the more research intensive program.

ATTACHMENTS:

1. Proposal of Curricular Change – Admissions Change for the Master of Public Health thesis option in the School of Public Health

ATTACHMENT



116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

MEMORANDUM

To:	Academic Programs Committee of Council
Copy:	George Mutwiri, Director, School of Public Health
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Dec. 2, 2021

Re: School of Public Health: revised requirements for transfer from course-based to thesis Masters program

At its Nov. 30, 2021 meeting, the CGPS Graduate Programs Committee discussed the proposal from the School of Public Health to revise their transfer requirements for students in their program. The Committee also discussed these changes with Dr. George Mutwiri, the director of the school.

This School admits all of its students initially to its course-based Master's program, and then encourages successful students to transfer into its thesis-based Master's program.

As is standard in the College, all students admitted to the School require an admission average of 70% in their final two years of an undergraduate program, and must maintain an average of 70% in their Public Health courses to complete the Master's degree. However, for students transferring into the thesis-based program, the School also had an additional requirement to achieve 80% in their first year of courses in the School of Public Health.

While there are some university programs which require an 80% course average to transfer from a Master's to a PhD program, such a requirement is not common for transfer from a course-based to a thesis Master's program. The requirement has proved to be an unreasonable and unnecessary barrier to students who are both willing and capable of achieving success in a research program.

The Committee agreed to recommend approval of the revised transfer requirements for the thesis Master's program in the School of Public Health.

Attached please find the proposal document.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at <u>gradprograms.academicaffairs@usask.ca</u>

Proposal for Minor Curriculum Change College of Graduate Studies and Research, University of Saskatchewan

to be approved/recommended by the College of Graduate Studies and Research

1. PROPOSAL IDENTIFICATION

Title of proposal: Minor Admission Change for the MPH thesis option at SPH

Degree(s): **MPH - T** Field(s) of Specialization: Public Health Option(s): Department: **School of Public Health** Home College: **School of Public Health**

Contact person(s) (name, telephone, fax, e-mail): Dr. George Mutwiri, 306-966-1511, <u>george.mutwiri@usask.ca</u> Dr. Philip Griebel, 306-966-1542, <u>philip.griebel@usask.ca</u>

Date: August 20, 2021

Approved by the home college/unit: Dr. George Mutwiri

Proposed date of implementation: May 1, 2022

2. Type of change

Requiring a recommendation from CGSR to University Course Challenge for final approval

X Change to Admissions process

Requiring final approval by Graduate Studies

Change to Restricted Electives

3. Proposal

3.1. RATIONALE

Required: This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

Background:

The MPH-thesis option has become popular with many MPH students and faculty in the School of Public Health (SPH). However, the current process and requirements for application to transfer from the MPH-Course Option to the MPH-Thesis Option represent significant challenges for interested students. Specifically, the timelines and the high GPA requirement exclude many interested students. Consequently, many students get frustrated and end up abandoning the thesis option altogether.

After hearing complaints from students over a few years, the MPH Advisory Committee met on January 19, 2021 and approved several changes to the application for the thesis option.

3.2. DESCRIPTION OF PROGRAM CHARACTERISTICS

Current Requirements	Proposed changes
Students must be enrolled in MPH Program	No change
Students must have a minimum GPA of 80% (terms 1 & 2)	Minimum GPA of 70%
Note:	Note:
*For Vaccinology Program, GPA of 80% is	*70% is consistent with other masters thesis
required to transfer from an MSc to a PhD	programs under CGPS
program (other graduate programs as well)	*Students are already in the MPH program
	and as such they are not seeking 'admission'
	but a 'transfer 'to the thesis option
Eligible students must identify a project, write a research proposal and identify	All MPH students are eligible and can apply.
supervisor(s),	
Apply by January 15	Apply any time

Required: Please include a table of current and proposed courses e.g.

Probationary accepted on January 31.	Probationally accepted on application		
Note: The 'Practicum Project Catalogue', which is typically the source of most practicum/thesis projects is usually released in February. Thus, it's unlikely that students will have identified a project/supervisor in time to apply in January	Students continue to search for research/practicum projects, supervisor, advisory committee		
Students must write and defend a thesis proposal before May 1 st . Formal acceptance by May 1 st	Students must have identified a project/supervisor(s), write a thesis proposal, and have an Advisory Committee by May 1 st		
	Formal acceptance by May 1 st		
	Advisory committee must that ensure the proposal is defended before research commences (typically May/June)		
Students who fail to meet conditions revert to course-based option	No change		

Required: Please include an example of a revised catalogue entry with the proposed courses

The Master of Public Health (M.P.H.) program thesis-option is an interdisciplinary program of studies intended to prepare individuals interested in enhancing their research skills in addition to preparing them for professional practice and leadership in public health. Students must first enroll in the course-based M.P.H. program and are eligible to apply to the thesis-option after they have completed the first term of the M.P.H. course-based program. Interested students who successfully meet all of the eligibility criteria would begin the thesis-option. This 42 credit-unit thesis-based program, with a required 16-week practicum in an applied public health setting, would typically require 24 months to complete on a full-time basis. At the end of the program, students would be expected to have completed and defended a Master's thesis consistent with the expectations of the School of Public Health and College of Graduate and Postdoctoral Studies.

Admission Requirements

- Completion of GPS 960, GPS 961, PUBH 800, PUBH 803, PUBH 804, PUBH 805, PUBH 807, PUBH 810 and PUBH 867, with a cumulative weighted average of at least 70%
- Current student in the M.P.H. course-based program

- Identify a thesis supervisor
- Satisfactory draft of thesis proposal outlining a practicum project that has the potential to meet the minimum requirements for a Master's thesis
- Supervisor together with input from student to establish an advisory committee

Degree Requirements

Students in the M.P.H. program must achieve a minimum of 70% in each of the core courses to earn course credit and progress through program completion.

- 9 credit units of elective courses
- GPS 962.0 Ethics and Integrity in Animal Research if research involves animal subjects

A minimum of 42 credit units, including the courses required for admission and the following core classes:

- PUBH 840.3 Interdisciplinary Public Health Practice
- PUBH 990.0 Public Health Seminar
- PUBH 993.9 Field Research and Practicum in Public Health
- PUBH 994.0 Research

3.3. RESOURCES

If applicable: Please describe what resources will be required by the revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc). If new resources will be needed, please describe how these will be found. Include any required memos from the Dean or department heads regarding resources.

N/A

3.4. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

If applicable: Please describe the impact this program will have on department activities and on students, and on other departments or colleges (e.g. removing an elective from another department). Describe the consultation process followed for this program, including any memos received (e.g. if a new outside course is being recommended as required provide confirmation from other unit that students will have spots and will meet the academic prerequisites and previous knowledge requirements.

This minor admissions change will remove existing barriers and allow more students to transfer to the thesis option. The proposed changes have no impact on other departments or colleges.

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.

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

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

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

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

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

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х
Yes	No	Х

Yes

No

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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?

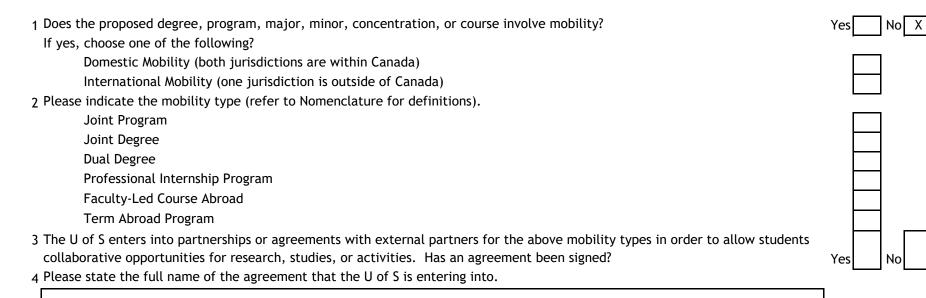
Yes	No	Х	
Yes	No	Х	

Yes

No

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.



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Effective Term: 202205

Title: Admission Requirement Change for Transfer to Master of Public Health-Thesis [MPH-T-GP]

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (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 <u>and</u> 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?

Yes No X Revised

Yes No X Revised

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

1 Is this a new college, school, center, or department?Is an existing college, school, center, or department being renamed?Is an existing college, school, center, or department being deleted?If you've answered NO to each of the previous two questions, please continue on to the next section.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Page 7 of 15

Yes

Yes

No

No

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?

If NO, please describe.

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

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

NOTE: This change is for students who are initially admitted to the course-based Master of Public Health program and then subsequently transfer to the thesis-based Master of Public Health program

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.)

- Update requirement for students who transfer from the course-based program to the thesis-based program that they require a minimum GPA of 70%.

- Students can apply any time (instead of the current January 15 deadline).

- Probationally accepted on application. Students continue to search for research/practicum projects, supervisor, advisory committee.

- Students must have identified a project/supervisor(s), write a thesis proposal, and have an Advisory Committee by May 1. Formal acceptance by May 1. Advisory committee must ensure the proposal is defended before research commences (typically May/June).

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.)

Effective Term: 202205

Title: Admission Requirement Change for Transfer to Master of Public Health-Thesis [MPH-T-GP]

Yes

No

- 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.

Effective Term: 202205

Title: Admission Requirement Change for Transfer to Master of Public Health-Thesis [MPH-T-GP]

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

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 [May 2022]

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

Yes No X

If YES, what and by what date?

Section 12: Registration Information - AS PER CURRENT SET-UP

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

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

2 Will students register themselves?

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?
- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

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

1 Should classes count towards T2202s?

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

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

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

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

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

To qualify the program must meet the following requirements:

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



No

No

Yes

Yes







Section 17: Program Termination 1 Is this a program termination? No X Yes 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

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

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? 16 YES, from which tuition code to which tuition code?	1 How will tuition be assessed?			
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Non standard per credit Non standard per credit Other * Program Based * See attached documents for further details 2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate? 3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow? 4 Does proponent's proposal contain detailed information regarding requested tuition? 1f 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? 14 Yes No If YES, from which tuition code to which tuition code?	Standard Graduate per credit			
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If YES, from which tuition code to which tuition code?	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	٦
13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the	If YES, from which tuition code to which tuition code?	ـــــ ۱		1
amount. Yes No		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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

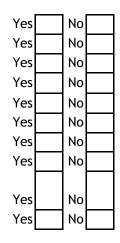
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2021
SUBJECT:	New Certificate Template - College of Arts and Science
MOTION:	(Oates/Deters) It is recommended that Council approve the new degree-level certificate template for the College of Arts and Science, effective immediately.

PURPOSE:

University Council has the authority to degrees and degree-level programs, including program templates. With approval of a program template, authority to approve programs developed using the template is granted to the Academic Programs Committee.

CONTEXT AND BACKGROUND:

The College of Arts and Science is proposing a new certificate template for the creation of intermediate or advanced degree-level certificate programs. The college already has an approved template for degree-level certificate programs which requires that all prerequisite courses needed to complete the certificate program be including in the program requirements. The template for intermediate or advanced certificates will allow degree-level certificates to be developed that require at least 15 credit units of prior university-level study.

The template proposes that intermediate or advanced level certificates be between 15 and 30 credit units and will require a capstone or core course that must be at the 200-level or above. As noted above, they will include admissions requirements of at least 15 c.u. of university-level study.

CONSULTATION:

The Academic Programs Committee reviewed this request at its December 15, 2021 meeting and recognized the utility of this template, which will create some similarity between new intermediate or advanced certificates within the College of Arts and Science. Similarly, the committee recognized the importance that these more advanced certificates will have for students who seek to continue to deepen and broaden their understanding of a particular area of study.

ATTACHMENTS:

1. Proposal of new degree-level certificate template for the College of Arts and Science



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate - Template

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Lorin Elias Vice-Dean Academic College of Arts and Science <u>lorin.elias@usask.ca</u> 306-966-6670

Alexis Dahl Director of Programs, College of Arts and Science <u>alexis.dahl@usask.ca</u> 306-966-4247

Proposed date of implementation: May 2022

Degree-Level Certificate

The College of Arts and Science already has an approved template for Degree-Level Certificates, and proposes to add another. The existing template requires that all prerequisite courses needed to complete the certificate be included in the requirements, allowing students with no other university-level experience to complete the program without additional course work. The template proposed below will allow programs to be built that require at least 15 credit units of prior university-level courses; no maximum number of prerequisite courses is set to allow the future development of certificates at levels up to and including post-degree certificates.

The College of Arts and Science has identified the development of a variety of certificate programs as a way to flexibly increase enrolment, and to recruit students who otherwise might not consider taking university courses.

Intermediate or Advanced Degree Level Certificate Program Requirements

- 1. Minimum of 15 credit units and a maximum of 30 credit units of courses that count for credit in the College of Arts & Science.
- 2. Admission requirements must include a minimum of 15 credit units of university-level coursework (specific courses or general study). The admission requirements for a proposed program will be included in the submitted program proposal.
- 3. Residency requirement: Students must complete at the University of Saskatchewan at least half of the total required credit units, rounded to the nearest highest multiple of 3 credit units.
- 4. Graduation standard: Minimum C.W.A. of 62.5% in all courses attempted which credit toward the Certificate.
- 5. Each certificate program must have a capstone or core course, which must be at the 200level or above.

Rationale:

1. Minimum of 15 credit units:

• Equivalent to one full term of courses

Maximum of 30 credit units:

• Allows a certificate to potentially be earned in one full year of study (though if there is a capstone course this may require block offerings or that the capstone course be offered in May-June)

2. Certificate programs built on this template can require students to have completed an existing certificate program, foundational study across a variety of disciplines, or a full degree program. The specific admission requirements for each program will be included in the original proposal for that program.

3. Residency requirement of half of the credit units aligns with existing requirement for certificate and degree programs within the College. All University of Saskatchewan courses taken, whether offered on campus, online, or through partnerships with regional colleges, are counted toward this requirement. As only University of Saskatchewan courses are used to calculate the graduation average, this ensures that at least 9 credit units are used in this calculation.

4. The graduation standard of 62.5% aligns with the minimum graduation average required in the major subject for all disciplinary and most interdisciplinary Three-year and Four-year degree programs (subject average in the major), and for existing certificate programs in the college. As the courses counted in a certificate program will all contribute to the selected learning outcomes, similar to those in a major, the subject average is considered to be the appropriate parallel.

All courses attempted which may credit toward the certificate will be used in the calculation of the graduation average. In some cases this may mean that more than the minimum number of credit units will be included. This aligns with the College practice for calculating subject and overall averages. This procedure is followed to disallow the opportunity to choose only the highest grades, which advantages students who have the means to take additional courses.

5. Each certificate program must have a capstone or core course. This requirement is designed to ensure that the program provides a complete learning piece (distinct set of learning objectives). The capstone or core course must be at the 200-level or above. A capstone course should require one or more of the courses that credit to the certificate as a prerequisite/co-requisite. A core course may be taken concurrently with other courses used for the program, and will focus on key learning objectives of the program.

College Statement

From Lorin Elias, Vice-Dean Academic

The College of Arts and Science supports the proposed structure for Intermediate or Advanced Degree-Level Certificate programs, as will be awarded by the College. The proposed structure allows for certificate programs to be designed to be completed in as little as one or two terms, or to be taken over several terms as the student completes a degree or as a professional development opportunity. We are finding that this credential is desirable to students, as a lower-level option, or as additional recognition which they feel provides them an advantage in pursuit of a career.

This additional template will provide departments with the freedom to create programs with more focus on senior undergraduate courses, which will appeal to a wider range of students. The proposed template allows for "stacking" certificates, as is proposed in Studio Art, which can serve to create educational pathways for non-traditional students.

The proposal was submitted to the October 2021 College of Arts and Science Course Challenge, and was approved by the Academic Programs Committee (BA&Sc) on October 13, 2021. It was then approved by the College Faculty Council on November 24, 2021.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2021
SUBJECT:	Degree-level certificate in Intermediate Studio Art
MOTION:	(Oates/Deters) It is recommended that Council approve the degree- level certificate in Intermediate Studio Art, effective May 2022.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Arts and Science is proposing a new degree-level certificate in Intermediate Studio Art. This new degree-level certificate will allow students to complete a breadth of junior senior level studio courses to gain a better contextual understanding of art making through history.

This studio-focused certificate program will help attract students with strong art skills who may otherwise choose other post-secondary institutions to pursue a studio credential alongside other post-secondary education.

This 21 credit unit certificate will not duplicate existing course or program offerings, but allows for a smaller studio-focused program that will be attractive to existing USask students who are pursuing a variety of academic programming. Prospective students will have to first complete the degree-level certificate in Foundations of Studio Art or 24 credit units of 100-level ART courses.

CONSULTATION:

The Academic Programs Committee reviewed this request at its December 15, 2021 meeting and appreciated how this intermediate degree-level certificate will attract students who have a strong art background to further the depth and breadth of their understanding and skills in studio art.

ATTACHMENTS:

1. Proposal of new degree-level in Intermediate Studio Art



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Intermediate Studio Art

Field(s) of Specialization: Intermediate Studio Art

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Susan Shantz Professor, Department of Art and Art History <u>susan.shantz@usask.ca</u> 306-966-4216

Lisa Vargo Professor, Department of English Department Head, Department of Art and Art History 306-966-5500

Proposed date of implementation: May 2022

Proposal Document

This program is built on the proposed template for Intermediate or Advanced Degree-Level Certificates.

The Department of Art and Art History has been interested for the past few years in offering a smaller credential with a focus on Studio Art practices. No degree-level programs like this exist in Saskatchewan and there are several potential audiences which could be well-served by this type of program. Most other provinces have 1 and 2-year Certificates/Diplomas in fine arts at Colleges/PolyTech universities, with transfer agreements to universities for those students who wish to continue to a BA/BFA.

Impact on the department: Students in the Certificate program would take existing classes with students in our BA/BFA programs. If they so wish, they could subsequently continue to a degree program in the department.

Resources: Existing resources are sufficient to support this smaller credential program in Studio Art. In addition to on-campus offerings, several of the 100-level courses are offered at regional colleges, providing wider geographic access and additional capacity. ART 110.3 is proposed as a program requirement – this course is offered fully on-line, which also helps to increase accessibility. Currently, some department faculty members are considering maintaining on-line offerings of introductory studio classes post-Covid. (Having had to develop on-line studio curriculum during this time, some faculty members are experiencing the potential benefits, in terms of access and capacity, of continuing annual offerings in this format).

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 Studio Art.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. Students may choose to "stack" this credential on the Certificate in Foundations of Studio Art, but it is also open to students who have already completed the equivalent of that program, at the University of Saskatchewan or another institution. This intermediate program will allow a wider range of students to further develop, and be recognized for, artistic skills and practice.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on October 19, 2021, as did the College Faculty Council on November 24, 2021.

Program Description

Degree Level Certificate in Intermediate Studio Art

The Intermediate Studio Art certificate program is designed with a breadth of junior and senior studio courses and also includes Art History courses which help to ensure a contextual understanding of art making throughout history. Students in this program will take classes with students in our BA/BFA programs, but graduate with a different credential.

Admission Requirements

Completion of the Foundations of Studio Art Certificate or 24 credit units of 100-level ART courses including ART 110, ART 112 and ART 141. Courses used to meet the requirements for the Foundations of Studio Art Certificate/admission requirements may not be used to meet the requirements of this program.

Major Average

The major average in the Certificate in Intermediate Studio Art 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 Studio Art, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

• Minimum program requirements.

See Residency for additional details.

Requirements (21 credit units):

Choose 6 credit units from the following:

- ARTH 120.3 Art and Visual Culture I
- ARTH 121.3 Art and Visual Culture II
- ARTH 253.3 Aboriginal Art History I (* being changed to Indigenous Art History)
- ARTH 255.3 Aboriginal Art History II (* being changed to Indigenous Art History)

Choose **15 credit units** from the following:

No more than 6 credit units of 100-level courses may be counted in this requirement.

- ART 111.6 Painting I Foundation
- ART 136.3 Digital and Integrated Practice I Foundation

- ART 151.3 Introductory Printmaking I
- ART 152.3 Introductory Printmaking II
- ART 161.3 Foundation in Photography I
- ART 216.6 Photography II
- ART 220.3 Drawing and Related Work II A
- ART 221.3 Drawing and Related Work II B
- ART 222.3 Painting and Related Work II A
- ART 223.3 Painting and Related Work II B
- ART 230.3 Video Art and Sound I
- ART 231.3 Animation and Digital Space I
- ART 235.3 Digital Imagery
- ART 241.3 Sculpture and Related Work II A
- ART 242.3 Sculpture and Related Work II B
- ART 251.3 Intermediate Printmaking

Notice of Intent

Degree Level Certificates in Intermediate Studio Art and in Advanced Studio Art

The Department of Art and Art History has been interested for the past few years in offering smaller credentials with a focus on Studio Art practices. No degree-level programs like this exist in Saskatchewan and there are several potential audiences which could be well-served by this type of program. Most other provinces have 1 and 2-year Certificates/Diplomas in fine arts at Colleges/PolyTech universities, with transfer agreements to universities for those students who wish to continue to a BA/BFA. Adding Intermediate and Advanced-level certificates to the proposed Foundations certificate in this area will serve Saskatchewan students, allowing them to achieve the same level of proficiency as do existing diploma programs offered elsewhere. The coursework included in the proposed programs could also be counted toward a degree in Studio Art, should a student wish to take that further step. The College recognizes the value of certificate programs as alternative or additional credentials, both for students as well as future employers.

The department, over the past year, has consulted with various potential stakeholders, all of whom have been enthusiastic and supportive of the proposed Certificate. These stakeholders include the Chair of the Saskatchewan Art Education Association, Ann Donald, who feels, along with her colleagues, that there is a need for a smaller studio credential in the province for students with strong skills in art but who currently may not choose to attend university or who may leave the province for a studio-focused College certificate or diploma in art elsewhere. Gisèle Piché, Coordinator of the non-credit Community Arts and Artisanship program, sees the proposal for a credit Certificate as complementary to the existing non-credit certificates, allowing interested students to build on those and take credit-level studio courses to continue to develop their passionate interest in art. We also met with Indigenous program experts in the College of Arts and Science, Angela Jaime (Vice-Dean Indigenous) and Sandy Bonny (Team Lead, ISAP and STEM Access Initiatives) who mentioned a need for this smaller credential among Indigenous artists who would benefit from an accessible accreditation to teach art in their communities. As conversations with these three groups revealed, there is a perceived need for a Certificate program within the wider community, and the introduction of such a program has the potential to strengthen relations with existing communities, including those in rural areas and with Indigenous peoples.

In addition to these groups of potential students, we are also aware of quite a few students who began working toward a degree in studio art but did not complete the program. These students, depending on the number of courses already taken, could complete one or more of the proposed certificate programs. It is hard to quantify potential enrolment from the potential new student groups, though we anticipate support and interest with possible new registrations of ten students annually (with likely more enrolment in the Intermediate than the Advanced). Existing students may also complete this Certificate as long as they still have requirement to complete after the implementation date. (Existing student numbers are not included in projected additional enrolments but could produce significant Certificate graduates). The College of Arts and Science, and the university more broadly, are interested in recruitment, retention, and degree completion – the proposed Certificates support all of these goals by offering students a smaller commitment of resources (financial and time) to completion, with the option of building on this base towards with one or more additional credential(s)in the future.

The proposed Intermediate and Advanced Certificates in Studio Art will not duplicate any existing programs. They are designed as smaller programs of courses with a breadth of studio practices, and will include Art History courses (Intermediate level; to ensure a contextual understanding of art making throughout history) and an English Language Writing course (Advanced level; to ensure that these students are better prepared to communicate about their work). These requirements are consistent with 1 and 2-year certificate/diploma programs in Studio Art surveyed across the country (the reputable programs in Fine Arts at Fanshawe College, in London, ON, with transfer agreements with several Ontario universities; Langara College in Vancouver with transfer agreements with 4 BC universities and 3 former degree-granting art colleges, now universities: EDACU in Vancouver, ACADU in Calgary and NSCADU in Halifax; and Kwantlen Polytechnic University in Surrey, BC which offers 1-year Certificates, 2-year Diplomas as well as a BFA degree). The certificates and diplomas offered by these institutions have, like our proposals, a strong focus on studio art practice with varying numbers of courses also required in art history and English/communications.

Students in the Certificate program would take the classes with students in our BA/BFA programs, but graduating with a different credential. Like all students studying Studio Art, Certificate students will engage in "courageous curiosity" and discovery – the first commitment in the 2025 University Plan, which this proposal fully supports.

Existing resources are sufficient to support this smaller credential program in Studio Art. In addition to on-campus offerings, several of the 100-level courses are offered at regional colleges, providing wider geographic access and additional capacity. St. Peter's College also offers some 200-level ART courses. Currently, some department faculty members are considering maintaining on-line offerings of introductory studio classes post-Covid. (Having had to develop on-line studio curriculum during this time, some faculty members are experiencing the potential benefits, in terms of access and capacity, of continuing annual offerings in this format). No additional faculty resources are needed as students would enrol in existing courses. Studio space, library resources and IT support are sufficient for these Certificate programs. There are no perceived risks associated with offering this program – indeed, we see potential benefits in terms or attracting and retaining students (recruitment/retention) and encouraging program completion. We envision the three proposed Certificates (Foundations, Intermediate, and Advanced) as attractive to students who wish to increase their knowledge and skills in Studio Art but are not ready/able to commit to a three- or four-year degree at this time.

The anticipated date for implementation is May 2022. This would allow current students to complete either/both of these Certificates in the coming year and students entering our department to envision various paths of advancement and completion.

Consultation with the Registrar Form – Record of Approvals

On Nov 29, 2021, at 3:52 PM, Warrington, Seanine <<u>seanine.warrington@usask.ca</u>> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following 5 new degreelevel undergraduate certificates and the termination of one minor, for implementation in May 2022:

- 1. Certificate in Intermediate Studio Art
- 2. Certificate in Advanced Studio Art
- 3. Certificate in Foundations of Studio Art
- 4. Certificate in Statistical Methods
- 5. Certificate in Astronomy
- 6. Deletion of Astronomy Minor

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, I believe that you and Alexis have been in touch about the fact that standard tuition amounts and method of assessment are included in these proposals. I don't believe any IPA or Board approvals are required, but please do reply-all if this is incorrect!

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>
Sent: Monday, November 29, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: Re: Consultation with the Registrar Forms - College of Arts & Science

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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, November 30, 2021 7:22 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Many thanks for checking with me Seanine.

Everything appears to be in order from my perspective.

Cheers,

Lorin

Lorin Elias, PhD (he/him) Vice-Dean Academic & Professor of Psychology College of Arts and Science | University of Saskatchewan Treaty 6 Territory and the Homeland of the Métis

Office Phone: 306-966-6670 Email: <u>Lorin.Elias@usask.ca</u> <u>https://artsandscience.usask.ca/profile/LElias#/profile</u>

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Wednesday, December 1, 2021 10:40 AM
To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Elias, Lorin <<u>lorin.elias@usask.ca</u>>; Isinger,
Russ <<u>russell.isinger@usask.ca</u>>
Cc: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eileen.zagiel@usask.ca</u>>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Hi Seanine,

As we discussed in a separate mail, IPA was not aware that these certificates were coming forward to APC. I have been in touch with Alexis now and we will sort this out regarding the budget templates.

Given that standard tuition rates will be used, there is no separate tuition approval required.

Cheers, -Jennifer

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, December 1, 2021 10:46 AM
To: Beck, Jennifer <jennifer.beck@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>; Isinger, Russ
<russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

OK, thanks Jennifer!

Amanda, we can consider the CWRs to be signed for these program proposals,

Seanine

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Thursday, December 2, 2021 9:45 AM
To: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>
Subject: RE: Signed Consultation with the Registrar forms - pending proposals

Hi Alexis,

This was discussed with the Provost yesterday and she confirmed that given that these new certificates are being created from existing courses within existing programs, that at this time, she will not require the completion of the financial budget template. Given that we are still working through the administrative process related to the program approvals changes, this might change in the future but if it does, it will be clearly communicated upfront.

Cheers, -Jennifer

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

Is this a new degree, diploma, or certificate?

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

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

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

Certificate in Intermediate Studio Art [CISA - Cert in Intermediate StudioArt] - 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?

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:

CISA - In Cert in Intermed Studio Art - suggested Banner code and description

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

Arts and Science [AR]

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

10

9

1

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.

SART [Studio Art] - exists in Banner

Yes	Х	No	
Yes		No	Х

Yes X No

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

- ¹ Is this a new program?
 - Is an existing program being revised?

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

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

Certificate in Intermediate Studio Art [CISA - Cert in Intermediate StudioArt] - suggested Banner code and description

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

Certificate in Intermediate Studio Art [CISA - Cert in Intermediate StudioArt] - suggested Banner code and description

- ⁴ What other program(s) currently exist that will also meet the requirements for this same degree(s)? n/a
- ⁵ What College/Department is the academic authority for this program?

College of Arts and Science [AR] / Department of Art and Art History [ARTH]

- ⁶ Is this a replacement for a current program?
- ⁷ If YES, will students in the current program complete that program or be grandfathered?
- ⁸ If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9

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

1 year (total of 21 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? 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

Yes	Х	No		
Yes		No	Х	





Joint Degree Dual Degree Professional Internship Program Faculty-Led Course Abroad

Term Abroad Program

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

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

⁵ What is the name of the external partner?

⁶ What is the jurisdiction for the external partner?

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

- ¹ Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- ² If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- ³ What is the name of this new / revised major, minor, or concentration?

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 w

4

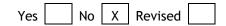
3

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

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

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program?
 - If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?

Yes No



Yes	No	Х	Revised	
-----	----	---	---------	--

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

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

4a

4

3

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

4 b

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

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

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

Section 7: Course Information

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

2

No

1

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

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

4	Does the program timetable use standard class time slots, terms, and sessions?
	If NO, please describe.

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

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?	lf 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?

Yes

Yes

No

No

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

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)

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?

As early as Fall Convocation 2022

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

Anticipate more than 10 students per year

Section 11: Schedule of Implementation Information

¹ What is the start term?

202205 [May 2022]

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

Yes No X

If YES, what and by what date?

Section 12: Registration Information

1

4

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	XN	ю	
	If YES, what priority group should they be in?				
	As per current set-up				
	Section 13: Academic History Information				
		г		г	
1	Will instructors submit grades through self-serve?	Yes	XN	10	
2	Who will approve grades (Department Head, Assistant Dean, etc.)?	I			
	As per current set-up				
	Section 14: T2202 Information (tax form)				
		νΓ	<u> </u>	. г	
1	Should classes count towards T2202s?	Yes	XI	10	
	Section 15: Awards Information				
	Section 15. Awards mornation				
1	Will terms of reference for existing awards need to be amended?	Yes	١	10	Х
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	XN	۱o	
	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		, Γ		. г	~
	Is this a program termination?	Yes	r	10	Х
	If yes, what is the name of the program?				
2	What is the effective date of this termination?				
-					
		l			

- ³ Will there be any courses closed as a result of this termination? If yes, what courses?
- ⁴ Are there currently any students enrolled in the program? If yes, will they be able to complete the program?
- ⁵ If not, what alternate arrangements are being made for these students?

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

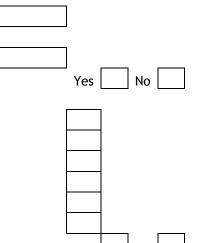
- 7 Is there mobility associated with this program termination?
 - If yes, please select one of the following mobility activity types.
 - Dual Degree Program
 - Joint Degree Program
 - Internship Abroad Program
 - Term Abroad Program
 - Taught Abroad Course
 - Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information

¹ How will tuition be assessed?

•	now will fulfion be assessed?	
	Standard Undergraduate per credit	Х
	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 and TC08)	
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	
	Page 19 of 21	



Yes

No



No

Yes

uition?	Yes		No	
ed to receive approval?				
based.)				
based.)				
mpus versus off-campus)?				
low.				
	Yes		No	Х
	I			
national tuition differential? If YES,	Yes	х	No	
ational student? This information is his form is for students who need to get				
s \$14,526.00 (based on 2021-2022				
h	his form is for students who need to get Ils \$14,526.00 (based on 2021-2022	his form is for students who need to get Is \$14,526.00 (based on 2021-2022	his form is for students who need to get Is \$14,526.00 (based on 2021-2022	his form is for students who need to get Is \$14,526.00 (based on 2021-2022

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)

Г

- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
 - Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

9

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

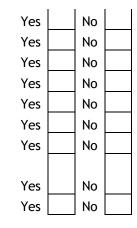
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2021
SUBJECT:	Degree-level certificate in Advanced Studio Art
MOTION:	(Oates/Deters) It is recommended that Council approve the degree- level certificate in Advanced Studio Art, effective May 2022.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Arts and Science is proposing a new degree-level certificate in Advanced Studio Art. This new degree-level certificate will allow students to complete a breadth of senior level studio courses as well as an English Language Writing requirement to ensure that students are able to communicate about their work.

This studio-focused certificate program will help attract students with strong art skills who may otherwise choose other post-secondary institutions to pursue a studio credential alongside other post-secondary education.

This 18 credit unit certificate will not duplicate existing course or program offerings, but allows for a smaller studio-focused program that will be attractive to existing USask students who are pursuing a variety of academic programming. Prospective students will have to first complete the degree-level certificate in Intermediate Studio Art or 42 credit units of 100- or 200-level ART courses.

CONSULTATION:

The Academic Programs Committee reviewed this request at its December 15, 2021 meeting and appreciated how this intermediate degree-level certificate will attract students who have a strong art background to further the depth and breadth of their understanding and skills in studio art.

ATTACHMENTS:

1. Proposal of new degree-level in Advanced Studio Art



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Advanced Studio Art

Field(s) of Specialization: Advanced Studio Art

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Susan Shantz Professor, Department of Art and Art History <u>susan.shantz@usask.ca</u> 306-966-4216

Lisa Vargo Professor, Department of English Department Head, Department of Art and Art History 306-966-5500

Proposed date of implementation: May 2022

Proposal Document

This program is built on the proposed template for Intermediate or Advanced Degree-Level Certificates.

The Department of Art and Art History has been interested for the past few years in offering a smaller credential with a focus on Studio Art practices. No degree-level programs like this exist in Saskatchewan and there are several potential audiences which could be well-served by this type of program. Most other provinces have 1 and 2-year Certificates/Diplomas in fine arts at Colleges/PolyTech universities, with transfer agreements to universities for those students who wish to continue to a BA/BFA.

Impact on the department: Students in the Certificate program would take existing classes with students in our BA/BFA programs. If they so wish, they could subsequently continue to a degree program in the department.

Resources: Existing resources are sufficient to support this smaller credential program in Studio Art. In addition to on-campus offerings, several of the 100-level courses are offered at regional colleges, providing wider geographic access and additional capacity. ART 110.3 is proposed as a program requirement – this course is offered fully on-line, which also helps to increase accessibility. Currently, some department faculty members are considering maintaining on-line offerings of introductory studio classes post-Covid. (Having had to develop on-line studio curriculum during this time, some faculty members are experiencing the potential benefits, in terms of access and capacity, of continuing annual offerings in this format).

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 Studio Art.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. Students may choose to "stack" this credential on the Certificate in Foundations of Studio Art and the Certificate in Intermediate Studio Art, but it is also open to students who have already completed the equivalent of those programs, at the University of Saskatchewan or another institution. This advanced program will allow a wider range of students to further develop, and be recognized for, artistic skills and practice.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on October 19, 2021, as did the College Faculty Council on November 24, 2021.

Program Description

Degree Level Certificate in Advanced Studio Art

The Advanced Studio Art certificate program is designed with a breadth of advanced studio practices and also includes an English Language Writing course which helps to ensure that students are better prepared to communicate about their work. Students in this program will take classes with students in our BA/BFA programs, but graduate with a different credential.

Admission Requirements

Completion of the Intermediate Studio Art Certificate or 42 credit units of 100- or 200-level ART courses including ART 110, ART 112, ART 141, and 6 credit units from: ARTH 120, ARTH 121, ARTH 253 or ARTH 255. Courses used to meet the requirements for the Foundations of Studio Art or the Intermediate Studio Art Certificate may not be used to meet the requirements of this program.

Major Average

The major average in the Certificate in Advanced Studio Art 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 Studio Art, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

• Minimum credit units required in the program.

See **<u>Residency</u>** for additional details.

Requirements (18 credit units)

Choose 15 **credit units** from the following:

• <u>ART — 200-Level, 300-Level</u>

English Language Writing

Choose 3 credit units from the following:

- ANTH 302.3 The Practice of Ethnography
- ANTH 310.3 Anthropology of Gender
- ANTH 405.3 Anthropology of Disaster and Disruption
- ANTH 421.3 Anthropology in Time: Early Influences
- ENG 110.6 Literature and Composition
- **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
- ENG 210.3 Literary Canons and Cultural Power
- ENG 211.3 History and Future of the Book
- ENG 212.3 A History of English Words
- ENG 213.3 A History of English Sounds and Spelling
- ENG 394.3 Literary and Cultural Theory
- **ESL 116.3** Reading and Writing of Academic Texts
- HIST 115.3 History Matters Ideas and Culture
- HIST 125.3 History Matters Indigenous Colonial and Post Colonial Histories
- HIST 135.3 History Matters Gender Sex and Society
- HIST 145.3 History Matters War Violence and Politics
- HIST 155.3 History Matters Science and Environment
- HIST 165.3 History Matters Health and Society
- HIST 175.3 History Matters Identities and Communities in Transition
- HIST 185.3 History Matters Conflict Law Politics and the State
- HIST 193.3 History Matters Topics in Canadian History
- HIST 194.3 History Matters Topics in European History
- **INTS 203.3** Cultivating Humanity
- MUS 155.3 Music in History and the Present
- PHIL 115.3
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 208.3 Ancient Philosophy Presocratics to Plato
- PHIL 233.3 Ethical Theory
- POLS 245.3 Politics of Africa
- POLS 323.3 First Nations Policies and Programs
- POLS 328.3 Public Policy Analysis
- POLS 333.3 Theory and Politics of Law
- POLS 336.3 Justice and Democracy
- POLS 422.3 First Nations Governance
- POLS 461.3 Topics in Global Politics
- PSY 323.3 Qualitative Study of Lives and Social Practices
- PSY 355.3 Research in Advanced Cognitive Science
- RLST 280.3 Methodologies and Approaches to Study of Religions
- RLST 362.3 Monsters and Mischief Makers

Notice of Intent

Degree Level Certificates in Intermediate Studio Art and in Advanced Studio Art

The Department of Art and Art History has been interested for the past few years in offering smaller credentials with a focus on Studio Art practices. No degree-level programs like this exist in Saskatchewan and there are several potential audiences which could be well-served by this type of program. Most other provinces have 1 and 2-year Certificates/Diplomas in fine arts at Colleges/PolyTech universities, with transfer agreements to universities for those students who wish to continue to a BA/BFA. Adding Intermediate and Advanced-level certificates to the proposed Foundations certificate in this area will serve Saskatchewan students, allowing them to achieve the same level of proficiency as do existing diploma programs offered elsewhere. The coursework included in the proposed programs could also be counted toward a degree in Studio Art, should a student wish to take that further step. The College recognizes the value of certificate programs as alternative or additional credentials, both for students as well as future employers.

The department, over the past year, has consulted with various potential stakeholders, all of whom have been enthusiastic and supportive of the proposed Certificate. These stakeholders include the Chair of the Saskatchewan Art Education Association, Ann Donald, who feels, along with her colleagues, that there is a need for a smaller studio credential in the province for students with strong skills in art but who currently may not choose to attend university or who may leave the province for a studio-focused College certificate or diploma in art elsewhere. Gisèle Piché, Coordinator of the non-credit Community Arts and Artisanship program, sees the proposal for a credit Certificate as complementary to the existing non-credit certificates, allowing interested students to build on those and take credit-level studio courses to continue to develop their passionate interest in art. We also met with Indigenous program experts in the College of Arts and Science, Angela Jaime (Vice-Dean Indigenous) and Sandy Bonny (Team Lead, ISAP and STEM Access Initiatives) who mentioned a need for this smaller credential among Indigenous artists who would benefit from an accessible accreditation to teach art in their communities. As conversations with these three groups revealed, there is a perceived need for a Certificate program within the wider community, and the introduction of such a program has the potential to strengthen relations with existing communities, including those in rural areas and with Indigenous peoples.

In addition to these groups of potential students, we are also aware of quite a few students who began working toward a degree in studio art but did not complete the program. These students, depending on the number of courses already taken, could complete one or more of the proposed certificate programs. It is hard to quantify potential enrolment from the potential new student groups, though we anticipate support and interest with possible new registrations of ten students annually (with likely more enrolment in the Intermediate than the Advanced). Existing students may also complete this Certificate as long as they still have requirement to complete after the implementation date. (Existing student numbers are not included in projected additional enrolments but could produce significant Certificate graduates). The College of Arts and Science, and the university more broadly, are interested in recruitment, retention, and degree completion – the proposed Certificates support all of these goals by offering students a smaller commitment of resources (financial and time) to completion, with the option of building on this base towards with one or more additional credential(s)in the future.

The proposed Intermediate and Advanced Certificates in Studio Art will not duplicate any existing programs. They are designed as smaller programs of courses with a breadth of studio practices, and will include Art History courses (Intermediate level; to ensure a contextual understanding of art making throughout history) and an English Language Writing course (Advanced level; to ensure that these students are better prepared to communicate about their work). These requirements are consistent with 1 and 2-year certificate/diploma programs in Studio Art surveyed across the country (the reputable programs in Fine Arts at Fanshawe College, in London, ON, with transfer agreements with several Ontario universities; Langara College in Vancouver with transfer agreements with 4 BC universities and 3 former degree-granting art colleges, now universities: EDACU in Vancouver, ACADU in Calgary and NSCADU in Halifax; and Kwantlen Polytechnic University in Surrey, BC which offers 1-year Certificates, 2-year Diplomas as well as a BFA degree). The certificates and diplomas offered by these institutions have, like our proposals, a strong focus on studio art practice with varying numbers of courses also required in art history and English/communications.

Students in the Certificate program would take the classes with students in our BA/BFA programs, but graduating with a different credential. Like all students studying Studio Art, Certificate students will engage in "courageous curiosity" and discovery – the first commitment in the 2025 University Plan, which this proposal fully supports.

Existing resources are sufficient to support this smaller credential program in Studio Art. In addition to on-campus offerings, several of the 100-level courses are offered at regional colleges, providing wider geographic access and additional capacity. St. Peter's College also offers some 200-level ART courses. Currently, some department faculty members are considering maintaining on-line offerings of introductory studio classes post-Covid. (Having had to develop on-line studio curriculum during this time, some faculty members are experiencing the potential benefits, in terms of access and capacity, of continuing annual offerings in this format). No additional faculty resources are needed as students would enrol in existing courses. Studio space, library resources and IT support are sufficient for these Certificate programs. There are no perceived risks associated with offering this program – indeed, we see potential benefits in terms or attracting and retaining students (recruitment/retention) and encouraging program completion. We envision the three proposed Certificates (Foundations, Intermediate, and Advanced) as attractive to students who wish to increase their knowledge and skills in Studio Art but are not ready/able to commit to a three- or four-year degree at this time.

The anticipated date for implementation is May 2022. This would allow current students to complete either/both of these Certificates in the coming year and students entering our department to envision various paths of advancement and completion.

Consultation with the Registrar Form – Record of Approvals

On Nov 29, 2021, at 3:52 PM, Warrington, Seanine <<u>seanine.warrington@usask.ca</u>> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following 5 new degreelevel undergraduate certificates and the termination of one minor, for implementation in May 2022:

- 1. Certificate in Intermediate Studio Art
- 2. Certificate in Advanced Studio Art
- 3. Certificate in Foundations of Studio Art
- 4. Certificate in Statistical Methods
- 5. Certificate in Astronomy
- 6. Deletion of Astronomy Minor

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, I believe that you and Alexis have been in touch about the fact that standard tuition amounts and method of assessment are included in these proposals. I don't believe any IPA or Board approvals are required, but please do reply-all if this is incorrect!

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>
Sent: Monday, November 29, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: Re: Consultation with the Registrar Forms - College of Arts & Science

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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, November 30, 2021 7:22 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Many thanks for checking with me Seanine.

Everything appears to be in order from my perspective.

Cheers,

Lorin

Lorin Elias, PhD (he/him) Vice-Dean Academic & Professor of Psychology College of Arts and Science | University of Saskatchewan Treaty 6 Territory and the Homeland of the Métis

Office Phone: 306-966-6670 Email: <u>Lorin.Elias@usask.ca</u> <u>https://artsandscience.usask.ca/profile/LElias#/profile</u>

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Wednesday, December 1, 2021 10:40 AM
To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Elias, Lorin <<u>lorin.elias@usask.ca</u>>; Isinger,
Russ <<u>russell.isinger@usask.ca</u>>
Cc: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eileen.zagiel@usask.ca</u>>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Hi Seanine,

As we discussed in a separate mail, IPA was not aware that these certificates were coming forward to APC. I have been in touch with Alexis now and we will sort this out regarding the budget templates.

Given that standard tuition rates will be used, there is no separate tuition approval required.

Cheers, -Jennifer

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, December 1, 2021 10:46 AM
To: Beck, Jennifer <jennifer.beck@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>; Isinger, Russ
<russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

OK, thanks Jennifer!

Amanda, we can consider the CWRs to be signed for these program proposals,

Seanine

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Thursday, December 2, 2021 9:45 AM
To: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>
Subject: RE: Signed Consultation with the Registrar forms - pending proposals

Hi Alexis,

This was discussed with the Provost yesterday and she confirmed that given that these new certificates are being created from existing courses within existing programs, that at this time, she will not require the completion of the financial budget template. Given that we are still working through the administrative process related to the program approvals changes, this might change in the future but if it does, it will be clearly communicated upfront.

Cheers, -Jennifer

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

Is this a new degree, diploma, or certificate?

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

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

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

Certificate in Advanced Studio Art [CASA - Cert in Advanced Studio Art] - 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?

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:

CASA - In Cert in Advanced Studio Art - suggested Banner code and description

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

Arts and Science [AR]

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

10

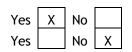
9

1

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.

SART [Studio Art] - exists in Banner

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



Yes X No

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

- ¹ Is this a new program?
 - Is an existing program being revised?

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

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

Certificate in Advanced Studio Art [CASA - Cert in Advanced Studio Art] - suggested Banner code and description

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

Certificate in Advanced Studio Art [CASA - Cert in Advanced Studio Art] - 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 Art and Art History [ARTH]

- ⁶ Is this a replacement for a current program?
- ⁷ If YES, will students in the current program complete that program or be grandfathered?
- ⁸ If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 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.

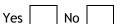
¹ Does the proposed degree, program, major, minor, concentration, or course involve mobility? If yes, choose one of the following?

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

Yes	Х	No	
Yes		No	х



Yes	No	Х

Joint Degree Dual Degree Professional Internship Program Faculty-Led Course Abroad

Term Abroad Program

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

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

⁵ What is the name of the external partner?

⁶ What is the jurisdiction for the external partner?

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

- ¹ Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- ² If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- ³ What is the name of this new / revised major, minor, or concentration?

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 w

4

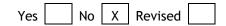
3

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

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

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program?
 - If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?

Yes No



Yes	No	Х	Revised	
-----	----	---	---------	--

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

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

4a

4

3

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

4 b

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

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

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

Section 7: Course Information

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

2

No

1

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

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

4	Does the program timetable use standard class time slots, terms, and sessions?
	If NO, please describe.

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

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?	lf 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?

Yes

Yes

No

No

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

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)

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?

As early as Fall Convocation 2022

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

Anticipate about 10 students per year

Section 11: Schedule of Implementation Information

¹ What is the start term?

202205 [May 2022]

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

Yes No X

If YES, what and by what date?

Section 12: Registration Information

1

4

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	XN	lo	
	If YES, what priority group should they be in?	_			
	As per current set-up				
		-			
	Section 13: Academic History Information				
		F		-	
1	Will instructors submit grades through self-serve?	Yes	XN	10	
2	Who will approve grades (Department Head, Assistant Dean, etc.)?	1			
	As per current set-up				
	Section 14: T2202 Information (tax form)				
				. г	
1	Should classes count towards T2202s?	Yes	XN		
	Section 15: Awards Information				
	Section 15. Awards mornation				
1	Will terms of reference for existing awards need to be amended?	Yes	N	lo	Х
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)				
		J			
	Section 16: Government of Saskatchewan Graduate Retention (Tax) Program				
1	Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?	Yes	XN	10	
	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		V [ь Г	v
	Is this a program termination? If yes, what is the name of the program?	Yes	N	10	X
]			
2	What is the effective date of this termination?	J			
		1			

- 3 Will there be any courses closed as a result of this termination? If yes, what courses?
- 4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program?
- 5 If not, what alternate arrangements are being made for these students?

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

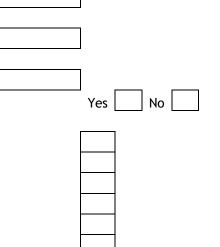
- 7 Is there mobility associated with this program termination?
 - If yes, please select one of the following mobility activity types.
 - **Dual Degree Program**
 - Joint Degree Program
 - Internship Abroad Program
 - Term Abroad Program
 - Taught Abroad Course
 - Student Exchange Program

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

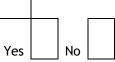
Section 18: Proposed Tuition and Student Fees Information

1 Ηον

•	How will tuition be assessed?	
	Standard Undergraduate per credit	Х
	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 (various existing TC codes)	
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow? Page 19 of 21	



Yes



Yes	No	

No

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?	1			
6	IPA Additional comments?	1			
7					
7	Will students outside the program be allowed to take the classes?	1			
8	Yes	J			
0	If YES, what should they be assessed? (This is especially important for program based.)	1			
9	Standard undergraduate tuition				
	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	1			
10	Yes				
	Do standard cancellation fee rules apply? Yes]			
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	l			
1	As per current set-up]			
12	Are you moving from one tuition code (TC) to another tuition code?	Yes		No	x
	If YES, from which tuition code to which tuition code?	105			
13	If international students are admissible to the program, will they pay the international tuition differential? If YES,	1			
1	explain the amount.	Yes	Х	No	
14	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).	1			
	~\$12,657.60 (18 cu's cu's in various tuition categories) (approximate amount of \$12,657.60 (based on 2021-2022 tuition rates))				
ļ	NOTE: Discourse for the submitter completed "Analization for New Ecolor Ecol Change Form" for succession	J			

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)

Г

- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
 - Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

9

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

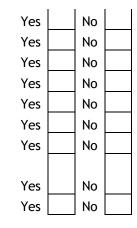
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee							
DATE OF MEETING:	January 27, 2022							
SUBJECT:	Graduate degree-level certificate in Social Economy, Cooperatives, and the Non-Profit Sector							
MOTION:	(Oates/Deters) It is recommended that the Council approve the graduate degree-level certificate in Social Economy, Cooperatives, and the Non-Profit Sector, effective May 2022.							
	(Oates/Deters) It is recommended that Council approve the termination of the graduate degree-level certificate in Social Economy and Cooperatives and the graduate degree-level certificate in Non-Profit Management, effective May 2022.							

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies and the Johnson Shoyama Graduate School of Public Policy (JSGS) are proposing to merge and revise the existing graduate degree-level certificate in Social Economy and Cooperatives and the graduate degree-level certificate in Non-Profit Management.

This new graduate degree-level program will streamline program delivery and allow students to select from clear streams focused on supporting public servants engaging in the social economy and non-profit sector, professionals in cooperatives, and professionals in the non-profit sector. This new certificate program will also be an opportunity for an entry-point into the Master of Public Administration Program.

This 9 credit-unit program has clearly defined streams for students interested in different aspects of the program, but all students will participate in a required foundational course in social economy and public policy.

CONSULTATION:

The Graduate Programs Committee of CGPS reviewed the proposal for the newly merged certificate at its November 9, 2021 meeting and agreed with the rationale for revising these existing programs to create a more streamlined certificate. The Academic Programs Committee reviewed this proposal at its

December 15, 2021 meeting and supported the proposal, recognizing the benefit it will introduce for students in this program, as well as the benefits of a streamlined program for its delivery within JSGS.

A note that this new program is proceeding through a comparable approval process at the University of Regina, given the joint nature of the graduate school.

ATTACHMENTS:

1. Proposal of new degree-level certificate in Social Economy, Cooperatives, and the Non-Profit Sector including the termination of the degree-level certificate in Social Economy and Cooperatives and the degree-level certificate in Non-Profit Management

ATTACHMENT



116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

MEMORANDUM

To:	Academic Programs Committee of Council
Copy:	Alastair MacFadden, Director, JSGS
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Dec. 3, 2021

Re: JSGS revised program: Graduate Certificate in Social Economy, Cooperatives and the Non-Profit Sector (GSECN), including termination of the Graduate Certificate in Social Economy and Cooperatives and Graduate Certificate in Non-Profit Management

The Johnson Shoyama Graduate School of Public Policy is creating a new Graduate Certificate in Social Economy, Cooperatives and the Non-Profit Sector, by merging and revising the Graduate Certificate in Social Economy and Cooperatives and the Graduate Certificate in Non-Profit Management.

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this change at its meeting of Nov. 9, 2021. The Committee agreed with the School's rationale that revising these existing programs to create a focused and more streamlined certificate would be worthwhile for students.

The Committee agreed to recommend approval of the Graduate Certificate in Social Economy, Cooperatives and the Non-Profit Sector, including termination of the Graduate Certificate in Social Economy and Cooperatives and the Graduate Certificate in Non-Profit Management.

This Committee also asked that the School assemble a more detailed package of information about the program, to include termination forms for the two deleted programs and to provide additional discussion of how the School intends to streamline existing course content as well as add the new course JSGS 810. The School submitted the revised the material and it was reviewed and considered complete and well supported. We are therefore pleased to submit this full program package to you.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at <u>gradprograms.academicaffairs@usask.ca</u>



PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy: *Elimination of the Graduate Certificate in Social Economy and Co-operatives and the Graduate Certificate in Non-Profit Management, and their replacement with the Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector*

Degree(s): Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector

Field(s) of Specialization: Social Economy, Co-operatives, and Nonprofit governance, management, and policy

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

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

Alastair MacFadden, Director (interim) Johnson Shoyama Graduate School of Public Policy (JSGS) University of Saskatchewan campus Telephone: 306-531-3425 Email: alastair.macfadden@usask.ca

Proposed date of implementation: Fall 2022

Proposal Document

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

1. Academic justification:

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

This is a proposal to <u>eliminate two existing graduate certificates</u> offered by JSGS: the Graduate Certificate in Social Economy and Co-operatives (GCSEC) and the Graduate Certificate in Nonprofit Management (GCNPM). <u>A new certificate would be offered in their place</u>, the Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector (GSECN).

JSGS at USask offers both the GCSEC and the GCNPM; however, the GCSEC is taught out of School's USask campus while the GCNPM is taught out of U of R campus. In its new strategic

plan, JSGS has adopted a "one school" approach, which has prompted us to look for synergies. The merger of the GCSEC and the CGNPM will permit JSGS to offer a much more targeted offering for students with a better value proposition. The certificate now has clear streams for its three primary target audiences: public servants engaging in the social economy and nonprofit sectors, professionals in co-operatives and the social economy, and professionals in the nonprofit sector.

Less relevant courses have been eliminated, and now all students interested in the expanded field of the social economy, co-operatives, and nonprofits will share a common "foundational" course (JSGS 849), followed by specialization in one of nonprofit governance/management, co-operative governance/management, or public administration of the social economy.

The new "merged" certificate (GSECN) is, from an academic perspective, a much clearer and more attractive value proposition for students. Those primarily interested in public sector administration will have a clearer focus on public sector governance and leadership, as they relate to administration of the sector; those interested in nonprofit leadership (management and governance) will be able to focus more intensively on this area; and those more interested in co-operative leadership (management and governance) will be able to focus exclusively on this area. All students in the certificate will share a common foundational course, which will give them the vocabulary and concepts for working with people on all sides in the expanded sector.

As with all certificates offered by JSGS, the GSECN will provide an excellent entry point for some students who could then ladder into the Master of Public Administration (MPA) program.

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

The GSECN builds on existing strengths at JSGS, including our understanding of public sector leadership and the involvement of Executives-in-Residence, faculty with expertise in co-operatives and nonprofits, and sessional lecturers with professional backgrounds in the social economy. As an attractive offering for both public servants and working professionals in the non-profit/co-op sectors, the GSECN furthers the School's strategic goals of embodying an evidence-based, whole-career training model. There is a demonstrated need for better training in management and governance in non-profits and co-operatives and better working relationships between levels of government and the so-called third sector or social economy. In such, the GSECN responds to USask's commitment to Amplify Value and its aspiration to create Meaningful Impact.

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

This GSECN is aimed at two main demographics: 1) early- to mid-career professionals in the nonprofit, co-operative, and broader social economy sector looking to advance their careers, and 2) working or aspiring public administrators who want to better understand the sector that is increasingly responsible for delivering public services. It is hoped that a significant portion of junior level students enrolling in the Certificate may transition in to the MPA or Master of Public Policy (MPP) program. d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

St. Mary's University offers a certificate in Co-operative Management that is significantly more expensive than the USask offering, and it does not address the governance and public policy/administration issues that our proposed merged certificate does. Ryerson offers an undergraduate level certificate in Nonprofit and Voluntary Sector Management that is longer and more expensive than our certificate, geared towards graduate students and professionals. Our proposal for the GSECN is unique in offering a foundational course that addresses the interactions between nonprofits, co-ops, social enterprises, and government, as well as the opportunity to specialize within the certificate.

2. Admissions

a. What are the admissions requirements of this program?

Admissions will follow both the current standard admission process for GCSEC, as well as the non-standard admission process approved for the Indigenous Nation Building Certificate in October 2021, as follows:

Standard Admission Requirements:

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies <u>Academic</u> <u>Policies</u>.
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)

Non-standard Admission Requirements:

- Recognized completion of at least one year (18 CUs) of higher education
- A break of at least five years from formal higher education
- At least ten years of work experience and at least five years of management experience.

3. Description of the program

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

The GSECN has two broad curricular objectives: to improve the understanding of co-operative, nonprofit, and other third-sector governance and management among professionals in the field, and to improve the understanding among public servants of the issues, challenges, and potential of third sector organizations which frequently step in or are called upon to solve complex social and economic problems in cases of market and government failure. The GSECN achieves these objectives first by grounding all students (regardless of stream) in a common language and shared understanding of issues in the sectors, and second by incorporating a dynamic mix of academic material with interviews and opportunities to enact with those working in the field, including both senior third sector leaders as well as public administrators. 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.

Courses in this program are all delivered online or as a mix of online/in person. Some of the courses have already been developed for pure online delivery, and others are in progress. The aim is to have all courses deliverable online so that professionals and students across the country can take part in this unique offering.

New Title	Certificate in Soci	al Economy, Co-operat Sector	Actions					
Number of courses to earn a certificate		3						
One Core Course	JSGS 849* Foun	dations in Social Econo	Rename/Revise JSGS 849 Social Economy and Public Policy to incorporate elements related to the non-profit sector.					
	Non-Profit stream	Co-operatives stream	Social Economy & Government Stream	FYI: These streams would be chosen by the students informally. They may choose a 'mixed specialty', where they take a mixed complement of courses.				
Elective courses	Students will take t electives:	the following TWO						
	JSGS 810* Co-	operative and Non-pro Leadership	fit Governance and	Rename/repurpose to include information on Co- operatives. Remove JSGS 885 Co-operative Governance and Leadership in Action because has not been taught in many years, was a readings course. Creates opportunities to co-teach - UofR and UofS.				
			JSGS 838 – Public Sector Financial Management	Nonprofit/Co-operative Streams: Update JSGS 811 and JSGS 846 core courses to incorporate government relations elements for both streams.				
	JSGS 811-Non- governmental organizations and Alternative Service Delivery	JSGS 846 - Co- operatives in the New Economy: Institutions, Policy, and Sustainability	JSGS 808 - Ethical Leadership & Democracy in Public Service	Social Economy & Government Stream: We propose to keep JSGS 838 and JSGS 808 for the social economy & government stream for those to wish to combine public service with nonprofit/co-operative experience, but remove these courses from the nonprofit/co-operative streams to make these streams thematically focused and relevant to the respective sectors of non-profits and cooperatives.				

c. Provide an overview of the curriculum mapping.

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

The courses offered in the GSECN are all courses already offered by JSGS, aside from one course (JSGS810) that will combine material from two existing courses and provide opportunities for broader critical analysis of issues in interdependent sectors.

In general this certificate aims to build awareness of and expertise in a sector (social economy, broadly conceived) that is too often undervalued when policymakers consider solutions to vexing social and economic problems, and yet which is increasingly relied upon to deliver solutions for these problems.

e. Explain the comprehensive breadth of the program.

The GSECN covers a range of issues in the social economy, including a critical reflection on the development of capitalist systems in modern democracies, the range of organizational forms in the social economy sector (including nonprofits, co-operatives, social enterprises and more), significant issues and principles of good governance in these organizations, excellence in management and leadership, the interplay between the social economy and public policy, emerging forms of sector-led initiatives and inter-organizational governance, public and community engagement strategies, and more with a particular but not exclusive focus on

Canada. Students graduating with the certificate should have both a solid grounding in issues across all organizational forms and government, as well as expertise in one of three possible areas: nonprofit management and governance, co-operative management and governance, and public policy and administration for the social economy sector.

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

The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed and the attributes and skills that will be acquired by graduates are listed under each goal.

- 1) Discovery Goals:
- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the critical analysis and problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of case-based learning – i.e., one where the goal is not just to understand and develop theories but to apply them to real-life problems. This case-based learning is undertaken explicitly in the required course JSGS 849 Foundations in Social Economy, Co-operatives, and Nonprofits, and in JSGS 810 Co-operative and Nonprofit Governance and Leadership

- 2) Knowledge Goals:
- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence

The knowledge goals will be met through the course work, which provides an environment where students must delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other – and for many, in their workplaces (co-operative, nonprofit, or public sectors). In this work, students will be held to a high standard—they will be expected to know their subject area and be able to move beyond it. Public policy and administration, as well as co-operative and nonprofit leadership, require in-depth understandings of the ways organizations inter and how different intersect and work together to serve the common good.

- 3) Integrity Goals:
- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the broader context in which the social economy operates and how capitalism and the organizations and institutions responding to market failure all have moral and ethical dimensions. For instance, the first module of the foundational course JSGS 849 asks whether there is an "anti-social" economy, and all courses examine accountability in the third sector.

Students will be encouraged to these interrogate these dimensions in their assignments and presentations.

- 4) Skills Goals:
- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings, and to write concise reports, grant applications, and policy briefs. This goal will also be met through the manner of debate in public policy, which focuses on carefully defined problems and options, a healthy dose of skepticism and making clear arguments backed up with strong evidence.

- 5) Citizenship Goals:
- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Active citizenship and public engagement is a core characteristic of leaders in the third sector. Citizenship goals will be met by examining the challenges of society and the opportunities and constraints of mobilizing community solutions. Students will gain an appreciation for the entrepreneurial role of the social economy and its leaders who contribute to everything from mental health and addictions to housing to food and energy and much more. Citizenship goals will also be met by students' presentations and policy briefs, and interactions with their peers in a diverse student body from all parts of the world with different social and political backgrounds. The program offers a safe place to explore ideas and discuss issues that affect the interests of society.

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

Students cannot enter this program from another, but they can transition from this program into the MPA program. In fact, some have done this through the GCSEC, which is one of the certificates to be eliminated and merged into the GSECN.

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.

We currently have limited enrolment in the two certificates we propose to eliminate via merging – fewer than five per year. In creating a single, more coherent certificate with a better value proposition, we aim to double the total enrolment in the first three years. We will also rely on student evaluations (surveys) and other qualitative forms of evaluation looking at student satisfaction. Finally, as one goal of this program is to reduce administrative overhead, we will also look at efficiencies in this area.

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.

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?

This is an ideal certificate for students from Edwards School of Business who seek to learn how business operates outside of the stock corporation or investor-owned model. Students from health care, geography and planning, education, political studies, or sociology who expect to work or currently work with organizations in the non-profit or co-operatives sectors would also benefit from this certificate. As previously noted, this certificate can be used to ladder into the MPA program, and is a suitable option for working professionals to advance their knowledge and accelerate their career growth.

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.

N/A

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

N/A

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

N/A

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

The Advisory Board of the Canadian Centre for the Study of Co-operatives was consulted on this initiative and expressed their clear support for the merging of the two certificates.

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).

From USask, three instructors per year, one course each. Please see attached budget sheet.

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

Not applicable – these classes are already being taught.

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

Not affected.

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).

Not applicable.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.

Not applicable.

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

N/A

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

Students at USask may apply to the Hartley and Margaret Fredeen Scholarship in Co-operative Studies. Professionals applying as part of a professional development program may have access to funding from their own organizations, or from government programs such as the Canada-Saskatchewan Job Grant that offer employers a rebate if they train their workers.

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).

There is no change in the tuition rate or structure from the existing certificates.

h. 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)

There is no change since this courses are already being taught.

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

We currently have limited enrolment in the two certificates we propose to merge (GCSEC and GCNPM) – fewer than five per year. In creating a single, more coherent certificate, we aim to double the total enrolment to 10 per year in the first three years. Enrolment numbers will be reviewed annually and targets adjusted if necessary.

There are no programmatic or resource changes being made to accommodate the revision to/merger of this certificate program; therefore, there is no minimum enrolment target that is essential to achieve.

j. 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?

Using 2021-22 tuition rates, the tuition revenue can be expected to be \$21,333.67 per annum based on five students each taking three courses (nine credit units) per year and would grow to \$42,667.33 for 10 students by year three. A key point is that there is an expectation that at least some of the students (across all JSGS certificate programs) will ladder into the MPA program, which would generate additional revenue.

k. 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 certificate fits within a suite of JSGS graduate certificate programs, and the goal is not to make this program independently sustainable.

I. 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).

There are no incremental costs for the revision of this certificate.

m. 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

Not applicable.

School Statement

• Recommendation from the School regarding the program, description of the School process used to arrive at that recommendation, and summary of issues that the School discussed and how they were resolved: Please see attached letter from Alastair MacFadden.

Related Documentation

- Excerpts from the College Plan and Planning Parameters SPR recommendations, relevant sections of the College plan, accreditation review recommendations: Please see attached letter from Loleen Berdahl.
- Letters of support/memos of consultation: Not applicable.

Consultation Forms

Required for all submissions:

- Consultation with the Registrar form: We understand CGPS will do this.
- Complete Catalogue entry, showing proposed changes: Please see attached.

Required for all new courses:

- New Course Proposal forms: Please see attached.
- Calendar-draft list of new and revised courses: Embedded within this proposal.

Required if resources needed:

- Information Technology Requirements form: Not required
- Library Requirements form: Not required
- Physical Resource Requirements form: Not required
- Budget Consultation form: Please see attached.



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

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> 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:

Certificate in Social Economy, Co-operatives and the Nonprofit Sector

				Academic Year							
		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenue											
Tuition revenue:											
Total # of domestic students (headcount)		5		6		7		8		9	This is incremental Enrollment over
Domestic tuition rate	\$	2,748.00	\$	2,913.00	\$	3,088.00	\$	3,180.00	\$	3,290.00	
Total tuition revenue - domestic	\$	13,740.00	\$	17,478.00	\$	21,616.00	\$	25,440.00	\$	29,610.00	
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)											
Total Revenue	\$	13,740.00	\$	17,478.00	ć	21,616.00	<u>د</u>	25,440.00	ć	29,610.00	
	,	13,740.00	, ,	17,478.00	, ,	21,010.00	, ,	23,440.00	Ş	29,010.00	
Expenditures											
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	\$	-	\$	-	\$	-	\$	-	\$	-	
			Ī		Ī		Ì				
Scholarships and bursaries											
Marketing and promotion	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	

Comments
er the existing certificate programs

Materials and supplies						
Travel						
Equipment and IT						
Other costs (list in Comments)						
Total Expenditures	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	
Estimated Surplus or Deficit	\$ 11,740.00	\$ 15,478.00	\$ 19,616.00	\$ 23,440.00	\$ 27,610.00	If deficit in any given year, explain h

*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:

This new certificate involves combining two existing certificate programs into this new, remodeled program. The two that will be retired are Non-Profit Management Certificate and Social Economy and Co-operatives Certificate. Both of these certificate programs had little uptake as enrollment ranged from 0-6 students per year. The new certificate will be more accessible to students as it can be taken online. We expect enrollment to be 10 in the first year and increasing by 1 each year after. There are no incremental resources required to offer this program as all of the courses are already being taught as part of the larger JSGS Programs such as MPP or MPA.

There are no incremental expenses associated with this new program in terms of travel, supplies, teaching, equipment or IT. There may some marketing and promotion of the program.

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.

how it will be managed



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

<u>Requirements</u>: Itemize start-up costs for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> 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:

Certificate in Social Economy, Co-operatives and the Nonprofit Sector

	Academ	ic Year	
	Year		Comments
Start-Up Costs			
Faculty and staff recruitment	\$	-	
Marketing and promotion	\$	-	
Curriculum development	\$	-	
Facilities refurbishment	\$	-	
Equipment and IT	\$	-	
Library enhancements	\$	-	
Other (list in Comments)	\$	-	
Total Start-Up Costs	\$	-	

Notes:

Start-Up costs for this program are Nil, as the program has been developed by existing staff members. There are no one-time costs for special equipment or facilities for this program as it will utilize existing facilities and IT.

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.



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

<u>Requirements</u>: Provide detailed information to support the financial information noted in the worksheets. Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

Certificate in Social Economy, Co-operatives and the Nonprofit Sector

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 certificate programs offered by JSGS consist of taking 3 courses from the much larger MPP or MPA programs. Since these are targeted toward those already in the workforce the enrollment is rather minimal when considered to other programs. The two programs that are being phased out have an annual enrollment of roughly 5 students. With the revised certificate we expect it will have more interest where enrollment will be 10 students in the first year. We expect this to grow by 1 student each year. This means that the net increase in enrollment is 5 students in year 1.

Since all of the courses that students take for a certificate are already part of our existing programs there are no added staff or costs.

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: 0
Year 2: 0
Year 3: 0
Year 4: 0
Year 5: 0

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?).

Since this new program is just a re-vamp of and existing certificate(s) there are no added resources need from other units.

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.

Even if there are 0 students enrolled in this certificate program the courses would still be taught as they are needed for our MPP and MPA students. By offering the certificate it is a way to generate a little bit of incremental revenue and fill seats in existing classes.

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.



November 1, 2021

UREGINA 🤜 USASK

University of Saskatchewan Campus 142 - 101 Diefenbaker Place, Saskatoon, SK S7N 5B8 Canada Telephone: 306-966-1984 Facsimile: 306-966-1967 www.schoolofpublicpolicy.sk.ca

College of Graduate and Postdoctoral Studies Graduate Programs Committee University of Saskatchewan

Dear committee members:

I am pleased to write a statement confirming the support of the Johnson Shoyama Graduate School of Public Policy for the revision of a current Graduate Certificate program at the School's University of Saskatchewan (USask) campus.

The Graduate Certificate in Social Economy and Co-operatives has been offered at JSGS (USask) since 2016. After careful analysis, we are proposing to combine this certificate with the Graduate Certificate in Nonprofit Management. The new, merged certificate will be called the Graduate Certificate in the Social Economy, Co-operatives, and the Nonprofit Sector. The merged certificate builds on the strengths of each certificate, improves the value proposition of both, and creates efficiencies for instructors and administrators.

The School's Joint Curriculum Committee (JCC) reviewed the proposal to merge the certificates and recommended its approval to the School's Joint Faculty Council (JFC). At a meeting of the JFC held October 7, 2021, the following motion was presented:

The Joint Curriculum Committee recommends to the JFC that the certificate in Social Economy, Cooperatives and the Non-profit Sector be approved.

This motion was taken following a discussion about the merger of two current certificates into a single, new certificate. The rationale presented was for this change was three-fold:

- The new certificate will offer a better value proposition, combining the strengths of each current certificate as it draws from the strongest courses at both campuses. Now, with the ability to offer the certificate online, a renewed focus offers the opportunity to greatly increase enrollment. This supports Strategic Priority #2: Impact (to expand and deepen the school's impact in Saskatchewan and Canada while maintaining a strong research profile) in the JSGS *Strategic Plan 2021-25: Innovation, Impact, and Integration*.
- 2. The new, merged certificate also aligns with JSGS's Strategic Priority #3: Integration (achieve a sustainable and entrepreneurial professional one-school approach).
- 3. The certificate will continue to allow early- to mid-career professionals, mature students, and some under-represented populations, including Indigenous peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the Master of Public Administration program.

It was noted that minor revisions to some courses currently offered at both campuses will be required and that it will be incumbent on JSGS to market this new certificate to key sectors, including the non-profit sector, the co-operative sector, and the public service.

No significant concerns were raised, and the motion was carried.

Sincerely,

Alastair MacFadden Director (interim) University of Saskatchewan campus

AJM/jb

c: Loleen Berdahl, Executive Director, Johnson Shoyama Graduate School of Public Policy



November 1, 2021

College of Graduate and Postdoctoral Studies Graduate Programs Committee University of Saskatchewan

Dear committee members:

On behalf of the Johnson Shoyama Graduate School for Public Policy (JSGS), I am pleased to provide a letter of support for the revision of the Graduate Certificate in Social Economy and Co-operatives and its renaming to the Graduate Certificate in Social Economy, Co-operative, and Nonprofit Sectors. This certificate merges two existing certificates offered by JSGS, the Graduate Certificate in Social Economy and Co-operatives and the Certificate in Nonprofit Management. The creation of the new certificate (in place of the two existing certificates) brings significant synergies to our programs, offers a better value proposition for students, aligns with our School's values of collaboration and relevance and with our strategic priorities of impact and integration.

Implementation costs for the new certificate program are negligible, as the course offerings (in-person or online) form part of the existing Master of Public Administration (MPA) program, including those courses (JSGS 810 and JSGS 849) that will experience minor revisions in this certificate revision.

Reflecting the needs of the public service of Canada, along with its service delivery partners in the nonprofit sector and the co-operative organizations (including credit unions) that bring services, programs, and goods to diverse areas of our society, the new Graduate Certificate in Social Economy, Co-operative, and Nonprofit Sectors will provide students, professionals from these sectors, and public servants with opportunities to gain knowledge in core competency areas of governance, management, analysis, and policy creation and implementation for vital and understudied areas of our economy.

In addition to completing the certificate as a stand-alone program, students also have the option of laddering into the MPA program. We have experienced a high uptake on the laddering option (historically 20-25%) by past certificate students. Due to the improved value proposition of the new certificate and its ability to be offered fully online, we expect an increase in overall enrollment, which will enhance our financial sustainability.

This revised certificate program builds on JSGS's commitment to grow our relationship and connect our research with governments and the not-for-profit, co-operative, and private sectors. It also furthers our aim of adopting cross-campus operations and teaching opportunities to harmonize academic programs, research, outreach, and operations.

Ryan Walker, Associate Dean, Policy and Programming Innovation, at the College of Graduate and Postdoctoral Studies supports in principle the revision/integration of our existing certificates into a new Graduate Certificate in Social Economy, Co-operative, and Nonprofit Sectors and its delivery of this certificate at the USask campus.

Approval to revise/combine the certificates at the JSGS's University of Regina campus is also underway.

Sincerely,

J. Berdahl

Loleen Berdahl, PhD Executive Director

LB/jb

Merger of Two JSGS Graduate Certificates:

- 1) <u>Non-Profit Management</u>
- 2) <u>Social Economy & Co-operatives</u>

Current:

Non-Profit Management Graduate Certificate (G.Cert.) (GCNPM)

Certificate Requirements (9 credit units)

The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Public Administration (M.P.A.). Courses completed for one Graduate Certificate may not be used toward another certificate.

The certificate program consists of one required three credit unit course, JSGS 811 Nongovernmental Organizations and Alternative Service Delivery, and two electives (6 credit units), as follows:

Required Course:

 JSGS 811.3 Nongovernmental Organizations and Alternative Service Delivery (OFFERED BY U OF R, stays in certificate)

6 credit units from the following:

- JSGS 810.3 Nonprofit Leadership and Governance (OFFERED BY U OF R TO BE REVISED TO BECOME CO-OPERATIVE AND NONPROFIT GOVERNANCE AND LEADERSHIP)
- JSGS 838.3 Public Sector Financial Management (stays an option in Social Economy and Government Stream)
- JSGS 846.3 Co-operatives in the New Economy Institutions Governance and Policy (stays, required in the Co-operatives stream)
- JSGS 882.3 Strategic Management in the Public Sector TO BE REMOVED FROM CERTIFICATE OPTIONS, remains as a course for JSGS students

Current

Social Economy and Co-operatives Graduate Certificate (G.Cert.) (GCSEC)

Certificate Requirements

This certificate program is comprised of 9 credit units (3 courses), as follows:

Required Courses

- GPS 960.0 Introduction to Ethics and Integrity
- JSGS 846.3 Cooperatives in the New Economy Institutions Governance and Policy Still required for the Co-operatives stream of the GSECN.

*Please note that this course is a prerequisite for <u>JSGS 885.3</u> Cooperative Governance and Leadership in Action.

3 credit units from the following:

- JSGS 849.3 Social Economy and Public Policy TITLE TO BE CHANGED TO FOUNDATIONS IN THE SOCIAL ECONOMY AND PUBLIC POLICY, REMAINS AS FOUNDATIONAL COURSE FOR THE NEW GSECN
- JSGS 885.3 Cooperative Governance and Leadership in Action TO BE DELETED FROM ALL COURSE OFFERINGS – HAS NOT BEEN OFFERED SINCE 2016

3 credit units from the following (Please note: courses can only be taken once):

- JSGS 801.3 Governance and Administration TO BE REMOVED FROM CERTIFICATE OPTIONS, STAYS AS JSGS COURSE
- JSGS 808.3 Ethical Leadership and Democracy in Public Service REMAINS AS AN OPTION IN SOCIAL ECONOMY AND GOVERNMENT STREAM
- JSGS 849.3 Social Economy and Public Policy TITLE TO BE CHANGED TO FOUNDATIONS IN THE SOCIAL ECONOMY AND PUBLIC POLICY, REMAINS AS FOUNDATIONAL COURSE FOR THE NEW GSECN
- JSGS 885.3 Cooperative Governance and Leadership in Action TO BE DELETED FROM ALL COURSE OFFERINGS – HAS NOT BEEN OFFERED SINCE 2016

Proposed (marked-up Social Economy & Co-operatives G.Cert.)

Social Economy, Co-operatives and the Nonprofit Sector Graduate Certificate (G.Cert.) (GSECN)

Certificate Requirements

This certificate program is comprised of 9 credit units (3 courses), as follows:

Required Courses (all)

• JSGS 849.3 Foundations in Social Economy and Public Policy

For Nonprofit Stream, students will take the following TWO electives:

- JSGS 810.3 Co-operative and Non-profit Governance and Leadership
- JSGS 811.3 Nongovernmental Organizations and Alternative Service Delivery

For Co-operatives Stream, students will take the following TWO electives:

- JSGS 810.3 Co-operative and Non-profit Governance and Leadership
- JSGS 846.3 Cooperatives in the New Economy Institutions Governance and Policy

For Social Economy and Government Stream, students will take TWO of the following three electives:

- JSGS 808.3 Ethical Leadership and Democracy in Public Service
- **JSGS 810.3** Co-operative and Non-profit Governance and Leadership
- JSGS 838.3 Public Sector Financial Management



New Graduate Course Proposal GSR 400.1

Course Information

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

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

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

CHECKLIST

Course objectives need to be clearly stated Description of and Activities for Evaluation must be listed Course Outline (syllabus) with Reading List must be included Percentage of Total Mark for each evaluation listed Professor must be a member of the Graduate Faculty If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

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EXAM EXEMPTION

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

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
Yes No
If yes, please list:
Were any other academic units asked to review or comment on the proposal?
Yes No If yes, please attach correspondence
Will the offering of this course lead to the deletion or modification of any other course(s)?
Yes No
If yes, please list:
Course(s) for which this graduate course will be a prerequisite?
Is this course to be required by your graduate students, or by graduate students in another program?
Yes No
If yes, please list:

Enrolment

Expected Enrolment	
From which colleges/programs:	

Resources

Proposed instructor(s) (Please include qualifications):				
How does the department plan to handle the additional teaching or administrative workload:				
now upes the department plan to handle the additional teaching of administrative workload.				
Are sufficient library or other research resources available for this course:				
Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):				

Declaration

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

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

Authorizing College Dean/Head	Signature	College Approval Date



COURSE SYLLABUS

COURSE TITLE:	Co-operative and Nonprofit Governance and Leadership			
COURSE CODE:	JSGS 810	TERM:	Winter 2023	
COURSE CREDITS:	3	DELIVERY:	online	
CLASS SECTION:		START DATE:		
CLASS TIME:				
CANVAS COURSE SITE:				

Course Description

Boards and managers of co-operatives and nonprofits are accountable to a wide range of public and private stakeholders. This course introduces students to strategic leadership issues in these organizations, focusing on governance, executive leadership, interactions with external stakeholders, and the board's roles in strategy formation and implementation. Case studies will be used as tools for critical reflection on the unique ways in which co-operatives and nonprofits define their social mission and purpose, deliver on that purpose, and maintain healthy relationships with key stakeholders.

Prerequisites None

Land Acknowledgement

As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on *Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

Instructor Information

Contact Information - Sessional instructor, not yet hired

Office Hours TBD

Instructor Profile TBD

Remote Learning Context

WE SUGGEST YOU ADD IN A PERSONALIZED STATEMENT THAT ACKNOWLEDGES THE COURSE IS OCCURING AS THE PANDEMIC CONTINUES. YOU COULD, FOR EXAMPLE, NOTE THAT THE PAST MONTHS HAVE BEEN EXTREMELY DIFFICULT, WITH TRAUMA AND LOSS EXPERIENCED BY MANY IN OUR UNIVERSITY COMMUNITY AND BEYOND. YOU MIGHT ALSO NOTE THAT THIS IS A PERIOD OF ONGOING CHANGE AND MAY BE CHALLENGING, AND THAT ALL PARTICIPANTS IN THE COURSE SHOULD INTERACT WITH EMPATHY AND CARE. Given that this will not be taught until Winter 2023, we will wait until closer to that date to write an appropriate personalized statement.

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created <u>a webpage</u> where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines <u>https://covid19.usask.ca/about/safety.php#Expectations</u> and knowing what is expected of you throughout the fall term.

Learning Outcomes

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

1. Identify the distinguishing characteristics and roles of co-operatives and nonprofit organizations.

2. Understand the difference between governance and management.

3. Articulate the roles and responsibilities of a CEO/Executive Director and the Board of Directors in a co-operative or nonprofit.

4. Identify the required governance documents for a co-operative or nonprofit (e.g., bylaws, board terms of reference, etc.) and their constituent components.

5. Demonstrate the ability to read and interpret various financial reporting documents.

6. Undertake an analysis of a policy, governance, or leadership issue in a cooperative or nonprofit.

7. Recommend strategies for dealing with policy, governance, or leadership issues in a co-operative or nonprofit.

8. Demonstrate professional skills in report writing and presentations.

Course Overview

Co-operatives and nonprofit organizations play a key role in the provision of many goods and services that are fundamental in our society. Many of these are unlikely to be provided using market mechanisms alone and cannot or will not be provided to all citizens' satisfaction by the public sector. Energy, groceries, locally owned financial services, specialized health care, affordable and supported housing, and the arts are some examples.

This course introduces students to strategic leadership issues in the co-operative and nonprofit sectors, and how these organizations must consider and analyze external, competitive, and internal environments, develop objectives, formulate and implement strategies, and ensure accountable to a broad range of stakeholders. The course focuses on governance and executive leadership roles in strategy formation and implementation. It prioritizes the perspectives and needs of co-operative CEOs or general managers, nonprofit executive directors, and the boards of directors for both types of organizations.

Case studies will be used to help students understand how strategic and operational management tools and techniques are applied in the complex settings of co-operatives and nonprofits. Critical governance and leadership issues explored through case studies and other material include:

- What distinguishes co-operatives and nonprofits from other organizations?
- What are the attributes of an effective mission statement? How should a co-operative's or nonprofit's strategy reflect its mission?
- What elements should be analyzed in developing and/or evaluating a nonprofit's or cooperative's strategy?
- How does an effective co-operative or nonprofit make strategic decisions, allocate resources, and plan? How should a board and management evaluate their options?
- What are the responsibilities and attributes of an effective board in a co-operative or nonprofit?
- What are the key issues facing co-operative organizations as a sector (e.g., access to capital, the efficiency/autonomy trade-off, federalization, etc.)? What are the key issues facing nonprofits (e.g., venture philanthropy, social entrepreneurship, the internet)?
- How do co-operatives and nonprofits address their need to be accountable to a diverse range of stakeholders?

Class Schedule

Week	Module	Readings	Evaluation Due Date
	Introduction to a Co-	Linda Shaw. 2006. Overview of Corporate	
1	operative Governance	Governance Issues for Co-operatives. A working	
	Model	paper Commissioned by the Global Corporate	
		Governance Forum for the Working Meeting on	

2	Introduction to a Nonprofit Governance Model	Corporate Governance and Co-operatives, London, 8 February 2007. Hueth, B. and A. Reynolds, "A life-cycle perspective ongoverning cooperative enterprises in agriculture," Choices, 2011, 26(3) Guest speaker: Marc-Andre Pigeon Hansmann, H. (1980). The Role of Nonprofit Enterprise. Yale Law Journal 89, 835-901. Read pp. 838-863 (skim the remainder if interested) O'Regan, K. and S. Oster (2005). Does the Structure and the Composition of the Board Matter? The Case of Nonprofit Organizations. Journal of Law, Economics and Organization, 21, 205-227 Podcast: William Ryan, "Nonprofit Management and Board Governance." Inside Social Innovation Podcast. [https://ssir.org/podcasts/entry/william_ryan	
3	Board Governance in Cooperatives and Nonprofits: The 'Who' and the 'How'	_nonprofit_management_and_board_governance#] Caers, R., et al. (2006). Principal-Agent Relationships on the Stewardship-Agency Axis. Nonprofit Management and Leadership 17(1) Case study: Jen Budney, "What the Remai Modern Shake-up Really Means." <i>Canadian Art</i> , March 12, 2019. [https://canadianart.ca/features/what-the- remai-modern-shakeup-really-means/] Fulton M and Giannakas K (2007) Agency and leadership in cooperatives: endogenizing organizational commitment. In: Karantininis K and Nilsson J (eds.) <i>Vertical Markets and Cooperative</i> <i>Hierarchies</i> . Dordrecht, the Netherlands: Springer, pp. 93–113. Case study: Max Fawcett. "What We Can Learn from the Fall of MEC". <i>The Walrus</i> . January 20, 2021. [https://thewalrus.ca/what-we-can-learn- from-the-fall-of-mec/]	Case study analysis 1: Due: Week 4.
4	Executive Leadership	Robert D. Herman, Dick Heimovics. 2005. "Chapter 7: Executive Leadership". Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of</i> <i>Nonprofit Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc. pp. 153- 170.	

		John Horn. 2020. "12 Things that Make Co- operative Leaders Different." <i>The Potentiality</i> . [https://thepotentiality.com/three-things-that- make-co-operative-leaders-different/] Case Study: Dionne Pohler. 2016. Federated Co- Operatives Limited: Change Management. Ivey Publishing. #: W16253-PDF-ENG	
5	Good governance	Co-operatives UK. Nd. What is Good Governance? [https://www.uk.coop/support-your-co- op/governance/what-good-governance] Nancy R. Axelrod. 2005. Board Leadership and Development." Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of Nonprofit Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc pp. 131-152. Guest speaker: Sheldon Stener, Q.C. Federated Co- operatives Limited	
6	Financial management	John Hughes and Alex Fisher. 2014. Reading Financial Statements—What do I need to know?. Chartered Professional Accountants of Canada (CPA Canada) Download from: [https://www.cpacanada.ca/en/business-and- accounting-resources/financial-and-non-financial- reporting/international-financial-reporting- standards-ifrs/publications/reading-financial- statements-what-do-i-need-to-know-faq] Robert N. Anthony, David W. Young. 2005. Financial Accounting and Financial Management. Eds. Robert D. Herman and Associates. <i>The Jossey-Bass</i> Handbook of Nonprofit Leadership and Management, 2 nd edition. San Francisco: John Wiley and Sons Inc. pp. 466-512.	Financial Statement analysis quiz, online in Week 6
7	Harnessing funds to achieve your mission	CFAES Center for Cooperatives. "Cooperative Sources of Capital" (video) https://youtu.be/wuTdgAEXfoM Review Co-operative First's Co-op Creator website, Financing Your Co-operative Business section:	

		https://coopcreator.ca/resource/financing-your-co- operative-business/	
		Robert E. Fogal. 2005. Designing and Managing the Fundraising Program, in Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of Nonprofit</i> <i>Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc. pp. 419-435	
8	Human Resources in Co-operatives and Nonprofits	Mary R. Watson, Rikki Abzug. 2005. "Finding the Ones You Want, Keeping the Ones You Find: Recruitment and Retention in Nonprofit Organizations" in in Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of Nonprofit Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc. pp. 623 -659 Guest speaker: Dionne Pohler Case study: Saskatoon Co-op Strike (multiple	People Management skills self- assessment: due Week 9
		sources, TBD)	
9	Strategic Planning and Management	Review Co-operatives First Co-op Creator website, Creating a Strategy Plan section: <u>https://coopcreator.ca/resource/creating-a-</u> <u>strategy-plan/</u> John M. Bryson , 2005, The Strategy Change Cycle: An Effective Strategic Planning Approach for Nonprofit Organizations in Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of</i> <i>Nonprofit Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc. pp. 171-203 Case study: Fulton, Murray E. & Larson, Kathy A., 2009. " <u>The Restructuring of the Saskatchewan</u> <u>Wheat Pool: Overconfidence and Agency</u> ," Journal of Cooperatives, NCERA-210, vol. 23, pages 1-20.	
10	Program Development and Implementation	Jeffrey L. Brudney. 2005. Designing and Managing Volunteer Programs, in Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of Nonprofit</i> <i>Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc. 310-344 John Clayton Thomas. 2005. Outcome Assessment and Program Evaluation, in Eds. Robert D. Herman and Associates. <i>The Jossey-Bass Handbook of</i>	Grant writing assignment: Due Week 11

		Nonprofit Leadership and Management, 2 nd edition. San Francisco: John Wiley and Sons Inc. 391-419 Guest speaker: Jen Budney, on program planning and grant writing	
11	Accountability	Vassili Joannidès de Lautou and Corinne L Cortese. 2016. Cooperatives: governance and accountability systems for a better world?. Journal of Accounting and Organizational Change. (12)1: DOI:10.1108/JAOC-03-2015-0033 Gwiriri, L. C., & Bennett, J. E. (2020). Balancing Democracy with Service Delivery: Power Relations, Politics and Accountability in Cooperatives Supporting Emergent Livestock Farmers in South Africa. International Journal of the Commons, 14(1), 123–138. DOI: <u>http://doi.org/10.5334/ijc.973</u> Melanie L. Herman. 2005. Risk Management. In in Eds. Robert D. Herman and Associates. <i>The Jossey- Bass Handbook of Nonprofit Leadership and Management</i> , 2 nd edition. San Francisco: John Wiley and Sons Inc. pp. 560-584	
12	Wrap Up	Guest speaker TBD to discuss course with students. (possible: Jeremy Morgan and Murray Fulton)	Final Assignment due 10 days after last online discussion

Midterm and Final Examination Scheduling N/A

Length and Mode of Final Assessment (where appropriate) N/A

Required Activities

Attend and participate in Weekly online Class Discussions

Case Study Analysis: Due Week 4

Financial Statement Analysis Quiz: online in Week 6

People Management Skills self-assessment: Due week 9

Grant writing Assignment: Due Week 11

Final Assignment, TBD, Due 10 days after last online discussion

Required Resources

Readings/Textbooks

Textbook: Robert D. Herman and Associates. *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 2nd edition. San Francisco: John Wiley and Sons Inc.

Textbooks are available online from the University of Saskatchewan Bookstore: https://bookstore.usask.ca/students.php#MyTextbooks

Other Required Materials

Electronic Resources

Students will require an internet connection, a computer or other electronic device with camera and microphone functions for online discussions and collaboration with peers.

Downloads See class schedule for links to available downloads

This section to be populated closer to start date of class in January 2023

Supplementary Resources TBD

Grading Scheme

Participation	10%
Case Study Analysis	10%
Financial Statement Analysis	10%
Quiz	
People Management Skills self-	15%
assessment	
Grant writing Assignment	15%
Final Assignment, TBD, Due 10	40%
days after last online discussion	
Total	100%

Evaluation Components

Assignment : Case Study Analysis

Value: 10% of final grade/weigh in outcomes

Due Date: See Course Schedule

Type: This is a case study of a change management dilemma in a co-operative organizations. Students will be asked to identify how the CEO must manage strategic interdependencies differently than a CEO in a non-co-operative organization (e.g. an investor owned firm). This assignment links directly to the courses stated learning outcomes #1 (Identify the distinguishing characteristics and roles of co-operatives and nonprofit organizations) and #3 (Articulate the roles and responsibilities of a CEO/Executive Director and the Board of Directors in a co-operative or nonprofit.)

Description: To follow.

Assignment : Case Study Analysis

Value: 10% of final grade/weigh in outcomes

Due Date: See Course Schedule

Type: This is a case study of a change management dilemma in a co-operative organizations. Students will be asked to identify how the CEO must manage strategic interdependencies differently than a CEO in a non-co-operative organization (e.g. an investor owned firm). This assignment links directly to the courses stated learning outcomes #1 (Identify the distinguishing characteristics and roles of co-operatives and nonprofit organizations) and #3 (Articulate the roles and responsibilities of a CEO/Executive Director and the Board of Directors in a co-operative or nonprofit.) **Description**: To follow.

Quiz

Value: 10% of final grade/weigh in outcomes

Date: See Course Schedule

2 hours Length:

Type: open book / at hom

Description: Students will be given a set of financial statements from a non-profit or cooperative organization (their choice) and will have to complete a multiple choice quiz to determine their ability to analyze the documents. They will have 2 hours to complete the guiz after starting. This guiz is intended to help the student self-assess their ability to understand financial documents (learning outcome #5)

Assignment : People Management Skills Self-assessment

Value: 15% of final grade/weigh in outcomes

Due Date: See Course Schedule

Type: Students will have to complete at least two leadership style quizzes (online and free) in order to determine their management strengths and weaknesses. They will then have to reflect on their strengths and weaknesses in relation to their management and or leadership experiences, and develop a plan for improvement/self-development. Students will deliver their results in a video presentation, as if they were presenting to a live audience. This is a practical assignment that will help further the students' leadership skills while demonstrating professional skills in report writing and presentations (learning outcome #8) **Description**: To follow.

Assignment : People Management Skills Self-assessment

Value: 15% of final grade/weigh in outcomes

See Course Schedule **Due Date**:

Type: Students will have to prepare a grant application for a nonprofit organization of their choosing (application form to be provided) 10% of their grade will be on the quality of their application, and 5% based on their ability to provide useful feedback to other students on their work (this grade to be assigned by fellow students). This assignment responds to learning outcomes 6, 7 and 8.

Description: To follow.

Assignment : Final Assignment

Value: 40% of final grade/weigh in outcomes See Course Schedule **Due Date**: Type: TBD Description: To follow.

Submitting Assignments

Students will submit all assignments through Canvas

Late Assignments

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

Criteria That Must Be Met to Pass

Students must achieve at least 70% final average to pass, as per JSGS requirements.

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;

- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

Attendance Expectations (for synchronous components)

Students are expected to attend all the synchronous sessions (weekly online live discussions). If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Participation (for synchronous or asynchronous components)

Active participation in class discussion is expected by all students. Students are expected to participate in weekly live online discussions and regular discussion board activities, and these activities will be evaluated on the quality of the student's contributions and insights. Quality comments (verbal and online) possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective.
- Contributes to moving the discussion and analysis forward.
- Builds on other comments.
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent trade-offs, demonstrating some reflective thinking.

Experiential Learning

N/A

Use of Video and Recording of the Course

WILL THE INSTRUCTOR BE RECORDING THE COURSE (IF YES, SEE SUGGESTED LANGUAGE BELOW)? ARE STUDENTS ALLOWED OR PROHIBITED FROM RECORDING THE COURSE?

Use of video and recording of the course:

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their internet connection) can view the session at a later time. This will also provide you the opportunity to review any material discussed.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy <u>https://policies.usask.ca/policies/academic-affairs/academic-</u> courses.php#5ClassRecordings.

Required video use:

At times in this course you will be required to have your video on during video conferencing sessions. It will be necessary for you to use of a webcam built into or connected to your computer.

WE SUGGEST INCLUSION OF A SENTENCE ON WHY THIS IS BEING REQUIRED (E.G. TO OBSERVE COMPLETION OF A SKILL AND PROVIDE FEEDBACK.

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

Copyright

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the <u>CC license</u>. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <u>http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)</u>.

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please

visit <u>https://library.usask.ca/copyright/index.php</u>where there is information for students available at <u>https://library.usask.ca/copyright/students/rights.php</u>, or contact the University's Copyright Coordinator at <u>mailto:copyright.coordinator@usask.ca</u> or 306-966-8817.

Student Feedback

HOW WILL THE INSTRUCTOR USE FORMATIVE AND SUMMATIVE FEEDBACK FROM THE STUDENTS?

Integrity in a Remote Learning Context

Although learning in a remote context is different, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

The University of Saskatchewan is committed to the highest standards of academic integrity (<u>https://academic-integrity.usask.ca/</u>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

Prepare for Integrity

Students are expected to act with academic integrity.

- Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: https://libguides.usask.ca/AcademicIntegrityTutorial).
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or nonacademic misconduct offense.

Non-academic offenses are dealt with under the <u>Standard of Student Conduct in NonAcademic</u> Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

Examinations with Access and Equity Services (AES)

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss

course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <u>https://students.usask.ca/health/centres/access-equity-services.php</u>, or contact AES at 306-966-7273 or <u>aes@usask.ca</u>.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For information on AES services for Fall 2021 please visit: <u>https://students.usask.ca/health/centres/access-equity-services.php#Fall2021Information</u>

Student Supports

Academic Help for Students

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site https://library.usask.ca/support/learning.php.

Remote learning support information <u>https://students.usask.ca/remote-learning/index.php</u> Class and study tips <u>https://students.usask.ca/remote-learning/class-and-study-tips.php</u> Remote learning tutorial <u>https://libguides.usask.ca/remote_learning</u> Study skills materials for online learning <u>https://libguides.usask.ca/studyskills</u> A guide on netiquette, principles to guide respectful online learning interactions <u>https://teaching.usask.ca/remote-teaching/netiquette.php</u>

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <u>http://students.usask.ca</u>.

Financial Support

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

Aboriginal Students' Centre

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

International Student and Study Abroad Centre

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

Recommended Technology for Remote Learning

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <u>https://students.usask.ca/remote-learning/tech-requirements.php</u>.

College Supports OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Remember, there are <u>many supports available</u> to help you thrive in the remote learning context.

Other Acknowledgements

Course Contributor(s) TBD

JSGS 849.3

Current title: Social Economy and Public Policy

The social economy includes non-profit community-based organizations and co-operatives. This course focuses on how these organizations interplay with the public policies of different levels of government. Using case studies, students will examine administrative public policy, such as how the social economy is funded and how it is evaluated and held accountable, as well as substantive public policy, including community capacity building and partnership development. The course also includes guest lecturers, primarily practitioners who can speak to the lived experience of social enterprise entrepreneurs.

New title: Foundations in Social Economy and Public Policy

The social economy includes non-profit community-based organizations, co-operatives, and social enterprises. This course looks at how these organizations shape and are shaped by policies at different levels of government as well as pressing issues facing the sector. Students will examine the origins and evolution of the social economy and the ways that social economy organizations are funded, evaluated, and held accountable by stakeholders. Community capacity building and partnership development are also addressed. This course includes interviews and guest lectures with leaders in the sector.

Rationale:

The modifications to this course are very minor: a title and course description change. The course content will remain the same. The new title better reflects the existing course content as well as the course's new position as foundation course for all students in the Certificate in Social Economy, Co-operatives, and Nonprofit Sector. The new course description better reflects the existing course content and is also delivery-mode neutral (sometimes this course is offered in person, but it has also been developed for online delivery).





Report Form for Program Termination

Program(s) to be deleted: Graduate Certificate in Non-Profit Management

Effective date of termination: Upon graduation of enrolled students (estimated December 2022)

1. List reasons for termination and describe the background leading to this decision.

This certificate is being eliminated to make way for a new certificate—the Graduate Certificate in Social Economy, Co-operative, and Nonprofit Sectors (GSECN)— which merges content from the Graduate Certificate in Non-Profit Management (GCNPM) and the Graduate Certificate in Social Economy and Co-operatives (also to be eliminated).

The GCNPM was created using courses offered by JSGS at its University of Regina (U of R) campus, while the GCSEC is based on courses offered by the USask campus. JSGS's new strategic plan emphasizes that JSGS is "one school" with two campuses. The plan encourages integration of JSGS activities to deepen collaboration, enable innovation, and strengthen our impact. The merger of the two certificates was approved JSGS's Joint Faculty Council: it offers a better value proposition to students because it invites a wider audience and brings a wider perspective on the knowledge and competencies needed by public sector, co-operative, and nonprofit leaders. Once the new certificate is approved, the GCNPM will be closed to admission of new students.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

This certificate program is comprised of 9 credit units (3 courses), as follows:

Required Courses	# Faculty
JSGS 811 Nongovernmental Organizations and Alternative Service Delivery	0 JSGS 811 is taught at U of R
 Two of the following: JSGS 810 Non-Profit Leadership and Governance JSGS 838 Public Sector Financial Management JSGS 846 Philanthropy and Fundraising for Non-Profit Organizations JSGS 882 Strategic Management in the Public Sector 	0 JSGS 838 and 882 are part of the MPA program and will remain available JSGS 810 and 846 are offered at the U of R only

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

None beyond normal requirements of our Graduate Student Advisor for admissions, etc.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

There are 3 USask students in the GCNPM who are on track to complete by June 30, 2022, or December 31, 2022 (depending on if they take JSGS 882 in Spring or JSGS 838 in Fall).

2.5 Number of students enrolled and graduated over the last five years.

One (1), not including current students.

3. Impact of the termination.

<u>Internal</u>

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 will be advised of the dates for their remaining courses.

We expect this to have no impact on students currently enrolled or beginning in January 2022.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments, or colleges?

No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

As stated at the front of this document, JSGS is launching the Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector to begin September 2022.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

No.

3.7 Describe any impact on research projects.

None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

Costs are associated with student advising and changes to the course calendar, website, program communication and recruitment.

<u>External</u>

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None due to replacement with merged certificate.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? No.

<u>Other</u>

3.12 Are there any other relevant impacts or considerations? No.

3.12 Please provide any statements or opinions received about this termination.

The JSGS Joint Faculty Council has approved the new joint certificate. To proceed, JSGS must terminate the Graduate Certificate in Social Economy and Co-operatives and Graduate Certificate in Nonprofit Management.

(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.

Students who have already completed this certificate are not eligible to complete the new program and will not receive credit for an additional certificate.





Report Form for Program Termination

Program(s) to be deleted: Graduate Certificate in Social Economy and Co-operatives

Effective date of termination: Upon graduation of enrolled students (estimated December 2022)

1. List reasons for termination and describe the background leading to this decision.

This certificate is being eliminated to make way for a new certificate—the Graduate Certificate in Social Economy, Co-operative, and Nonprofit Sectors— which merges content from the Graduate Certificate in Social Economy and Co-operatives (GCSEC) and the Graduate Certificate in Nonprofit Management (GCNPM) (also to be eliminated).

The GCSEC was created using only courses offered by JSGS at its USask campus, just as the GCNMP was created using only courses at the School's University of Regina (U of R) campus. JSGS's new strategic plan emphasizes that JSGS is "one school" with two campuses. The plan encourages integration of JSGS activities to deepen collaboration, enable innovation, and strengthen our impact. The merger of the two certificates was approved by JSGS's Joint Faculty Council. It offers a better value proposition to students, because it invites a wider audience and brings a wider perspective on the knowledge and competencies needed by public sector, co-operative, and nonprofit leaders. Once the new certificate is approved, the GCSEC will be closed to admission of new students.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

This certificate program is comprised of nine credit units (three courses), as follows:

Required Courses	# Faculty
GPS 960.0 Introduction to Ethics and Integrity	0
JSGS 846.3 Cooperatives in the New Economy Institutions	1
Governance and Policy	
One of:	0
<u>JSGS 849.3</u> Social Economy and Public Policy	849 is offered by a sessional lecturer.
• JSGS 885.3 Cooperative Governance and Leadership in Action	885 has not been offered in several
	years.
One of:	1
• JSGS 801.3 Governance and Administration	801 remains available through the MPA
• JSGS 808.3 Ethical Leadership and Democracy in Public Service	program
<u>JSGS 849.3</u> Social Economy and Public Policy	Both 808 and 849 are offered by sessional
• JSGS 885.3 Cooperative Governance and Leadership in Action	instructors
	885 has not been offered in more than 5
	years

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

None beyond normal requirements of our Graduate Student Advisor for admissions, etc.

2.3 Courses to be deleted, if any.

JSGS 885 – it was a directed readings course that has not been offered since 2016.

2.4 Number of students presently enrolled.

Eight, included three currently enrolled and five scheduled to start in Winter 2022.

2.5 Number of students enrolled and graduated over the last five years.

Five, not including current students.

3. Impact of the termination.

<u>Internal</u>

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 will be advised of the dates for their remaining courses.

Of the three students currently enrolled, one is finished the coursework, one could be finished the coursework by June 30, 2022, if they take JSGS 846 in Spring, and the third has taken only JSGS 846 so far. We will follow up with this student; they will likely finish by December 2022.

There are also five new students accepted for Winter 2022. The course calendar allows these students to complete by December 31, 2022.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments or colleges?

No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

JSGS is launching the Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector to begin September 2022.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

No.

3.7 Describe any impact on research projects.

None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

Costs are associated with student advising to support program completion.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None, due to replacement with joint certificate.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No.

<u>Other</u>

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

JSGS faculty have approved the new joint certificate. To proceed, JSGS must terminate the GCSEC and the GCNPM.

(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.*

Students who have already completed this certificate are not eligible to complete the new program and will not receive credit for an additional certificate.



College of Graduate and Postdoctoral Studies

Room 116 Thorvaldson Building, 110 Science Place, Saskatoon SK CANADA S7N 5C9 Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: <u>grad.studies@usask.ca</u>

Basic information about the proposed course:

1. Department/Unit:

College of:

2.

(Authorizing Unit Head - PLEASE PRINT)

(Authorizing Unit Head - SIGNATURE)

- 3. Label, number, and title of course:
- 4. Rationale for deleting this course:
- 5. Impact of deleting this course:
 - 5.1 Are the programs/courses of other academic units affected by the deletion of this course?
 - 5.2 Were any other academic units asked to review or comment on the proposal?
 - □ No □ Yes (Please attach correspondence)

Date of Implementation:

Date of Approval by College (of the home academic unit):

(Authorizing College Signature (of the home academic unit)

(Name of Person Signing - PLEASE PRINT)

Form version August 2017

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.

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

Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector (GCSECN - suggested Banner code and Grad CertSocEconCo-opNonprofit - suggested Banner short description - maximum of 30 characters)

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

G. Cert.

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

N/A

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?

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:

SECN - In Grad Cert SocEconCo-opNonPr (maximum of 4 characters and 30 characters for description)

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

College of Graduate and Postdoctoral Studies

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

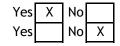
N/A

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.

SECN [Soc Econ Co-op NonProfit Sec] - suggested Banner code and description (maximum of 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?

N/A



Yes X No

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

1 Is this a new program?

Is an existing program being revised?

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

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

Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector (GCSECN - suggested Banner code and Grad CertSocEconCo-opNonprofit - suggested Banner short description - maximum of 30 characters)

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

Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector (GCSECN-GP - suggested Banner code and Grad CertSocEconCo-opNonprofit - suggested Banner short description - maximum of 30 characters)

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

N/A

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

College of Graduate and Postdoctoral Studies (GP) / JSG School of Public Policy (JSGS)

6 Is this a replacement for a current program?

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

Students in one of the terminated certificates (Graduate Certificate in Social Economy and Co-operatives and Graduate

Certificate in Non-Profit Mangement) will be allowed to complete.

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

N/A

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

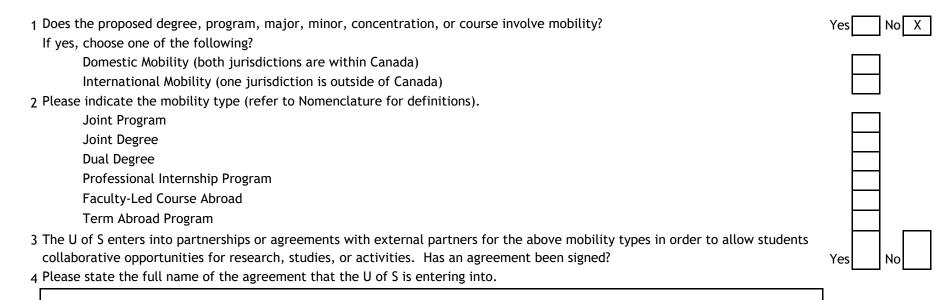
N/A

Yes	Х	No	
Yes		No	Х

Yes X No

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.



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (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 <u>and</u> 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?

Yes No X Revised

Page 5 of 16

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.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

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

No

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

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

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

If NO, please describe.

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

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

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

Yes

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

YYYY01, YYYY05, YYYY09

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

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

N/A

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?

Expect slight increase to about 10 per year in the first 3 years

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

Refer to Johnson-Shoyama Graduate School of Public Policy

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

Yes

9 What is the application deadline?

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

Standard admission requirements:

Proof of English proficiency may be required for international applications and for applicants who first language is not English;
a minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of
6.5 with a minimum score of 6 in each area, or another approved test as outlined in the College of GP Academic Policies
A 4-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

- A cumulative weighted average of at least 70% (USask grade system equivalent) in the last 2 years of study (60 cu's)

Non-standard admission requirements:

- recognized completion of at least one year (18 cu) of higher education
- a break of at least five years from formal higher education
- at least ten years of work experience and at least five years of management experience
- 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?)

Online application and checklist items to College of Graduate and Postdoctoral Studies

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

College of Graduate and Postdoctoral Studies

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

16 Will the standard application fee apply?

Yes

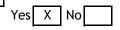
17 Will all applicants be charged the fee or will current, active students be exempt?

All applicants will be charged

18 Are international students admissible to this program?

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

\$5,494.47



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 graduate certificate

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

Yes - new graduate certificate

3 When is the first class expected to graduate?

Spring Convocation 2023

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 [May 2022]

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

If YES, what and by what date?

Yes No X

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.)

As per current set-up for graduate certificates

2 Will students register themselves?

If YES, what priority group should they be in?

As per current set-up for graduate certificates

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

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

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Section 15: Awards Information

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

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

Certificate programs are generally not eligible for scholarships. Students may apply to the Hartley and Margaret Fredeen Scholarship in Co-operative Studies.

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

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

To qualify the program must meet the following requirements:

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



Yes X No

Yes X No



	1	1	1
Yes		No	Х

Section 17: Program Termination

1 Is this a program termination? If yes, what is the name of the program?	Yes	No X
2 What is the effective date of this termination?]	
	٦	
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 p	per credit
Standard Graduate p	per credit
Standard Graduate	
Non standard pe	er credit* X
Non standard p	per term*
	Other *
Progra	m Based*
* See attached documents for furthe	er details
Same tuition as existing Graduate Certificate in Social Economy and Co-operatives and Graduate Certificate in Non-Profit	
Management.	
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?	
3 in program based turtion, now with it be assessed: by credit unit: by term: Etsenow:	
4 Does proponent's proposal contain detailed information regarding requested tuition?	Yes X 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.)	
Non standard graduate per credit	
9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	
Yes	
10 Do standard cancellation fee rules apply?	
Yes	
11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	
No	
12 Are you moving from one tuition code (TC) to another tuition code?	Yes No X
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?	
To Are international students admissible to the program: If yes, will they pay the international fultion differential:	

Yes - they will pay the international tuition differential which is a per term rate

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

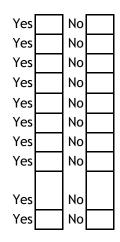
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee		
DATE OF MEETING:	January 27, 2021		
SUBJECT:	Suite of degree-level certificates in Professional Communication in the College of Engineering		
	a) Leadership and Negotiationb) Persuasive Communicationsc) Technical and Professional Writing		
MOTION:	(Oates/Deters) It is recommended that the Council approve the suite of degree-level certificates in Professional Communication in the College of Engineering, effective May 2022.		
PURPOSE:	(Oates/Deters) It is recommended that Council approve the termination of the existing degree-level Certificate in Professional Communication (CPC), effective May 2022.		

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

CONTEXT AND BACKGROUND:

The College of Engineering is proposing the termination of the existing 18 credit unit degree-level Certificate in Professional Communication, to be replaced by three smaller 9 credit unit certificate programs in a) Leadership and Negotiation, b) Persuasive Communication, and c) Technical and Professional Writing.

The restructuring of this program into three smaller certificate programs will facilitate student access to these credentials and will ensure targeting training in specific aspects of professional communication. By breaking the existing 18 credit unit program into three 9 credit until certificates, the College is seeking to ensure that the programs are more accessing to students post-graduation, including those already engaged in their professional careers. The certificates clearly signal the program content, making it easier for public and private-sector organizations to understand and recognize the training offered.

The new certificate programs will continue to be targeted at full-time undergraduate students from across campus, and the shorter program length will encourage more students to engage in the programs on top of their already busy degree programs.

All three proposed short degree-level certificates are 9 credit units in length. Each program has a unique core of 6 credit units of required courses, though there is some overlap in the elective requirements across the three offerings. Prospective students will apply online to be admitted in the the certificate program.

CONSULTATION:

The Academic Programs Committee reviewed this proposal at its January 5, 2022 meeting and though it raised some concerns about the credit-units required to be awarded a certificate under this new model, particularly at the undergraduate level, the committee agreed that the structure of the proposed programs will make it clearer to students and to prospective employers what the nature of the learning objectives were. The committee reviewed the proposal while taking into account the <u>Guidelines for</u> <u>Certificates and Diplomas</u> and recognizes that those guidelines are not meant to prescribe or constrain certificate development, but rather to guide on the fit of a new proposal into the curricular landscape.

ATTACHMENTS:

1.	Proposal for Academic or Curricular Change: Degree-level Certificate in Professional Communication – Leadership and Negotiation
2.	Proposal for Academic or Curricular Change: Degree-level Certificate in Professional Communication – Persuasive Communication
3.	Proposal for Academic or Curricular Change: Degree-level Certificate in Professional Communication – Technical and Professional Writing
4.	Report for Termination – Degree-level certificate in Professional Communication



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Professional Communication- Leadership and Negotiation

Degree(s): Undergraduate Degree Level **Certificate**

Field(s) of Specialization: Professional Communication

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Burton Urquart, CPC Chair, Ron and Jane Graham School of Professional Development, burton.urquhart@usask.ca, 306 966 5386

Proposed date of implementation: September 2022

Proposal Document

Academic justification:

Motivation

The School of Professional Development, College of Engineering has been offering credentials in Professional Communication in the College of Engineering since 2007. The School's original Professional Communication Option (PCO) was sponsored and created in response to industry demand for employees who were effective at communicating not only with colleagues and management within their own organization, but also with clients, government agencies, and the general public. Student demand for increased recognition of the credential, a need for improved marketability, and the possibility of delivering the program to non-traditional markets led to the PCO's conversion into a Certificate of Proficiency program, the Certificate in Professional Communication (CPC), which was established in 2016. The proposed restructuring of the CPC will convert the current Certificate into three Short Certificates in

- Persuasive Communication (CPC-PC)
- Leadership and Negotiation (CPC-LN)
- Technical and Professional Writing (CPC-TPW)

This restructuring is intended to further facilitate student access to formal credentials in these areas. The CPC provided students with the option to complete the program post-graduation if they so desired, and also opened the credential to students from across the campus, as well as to practising professionals. 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 focussed 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. Making the content of each Certificate apparent will thus allow the School of Professional Development to strengthen its presence as a provider of professional development services in the local market. By clearly signalling the nature of a given credential to industry audiences, the SoPD can draw attention to the training we offer, creating opportunities to investigate delivery of further professional development programming to public and private-sector organizations, which in turn will generate additional revenues to sustain current operations and explore new ones. The same transparency of content will also assist in marketing the Certificates to students in other Colleges and units at the University, especially those focussed on preparing students for specialized participation in professional and public life.

Given that the program will continue to be primarily targeted towards full-time undergraduate students, courses will be delivered during normal business hours. The School of Professional Development has already gained experience in delivering training in these areas to professionals, and will continue to research and identify effective alternative course delivery methods, to better stimulate and satisfy a demand for meaningful credentials in professional communication.

Strategic Alignment

College:

As articulated in the CoE's 2018-2025 Strategic Plan, the college's guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The SoPD's Short Certificates support these principles with innovative programming that focusses on transformative learning. Transformative learning fosters innovation as students begin to understand the relevance of rhetorical study to their education, careers, professionalism, and personal development. All three Certificates emphasize the significance of communicating professional ethos so that students learn how communication builds community and relationships, fosters collaboration and innovation, and enables personal and professional success. While the primary objective of the Short Certificates is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of

communicating in a professional environment, the three Certificates allow undergraduate students to choose an area of communication focus that will not only develop their technical and professional communication skills, but also their relationship-building skills. These skills are built on a fulcrum of respect for an audience. The Certificates deliver immediate value for the students, who often see overarching improvements in how their communication is received and acted upon by their audiences. As is evidenced by the environmental scan, this academic curriculum is innovative because it marries theory and practice and provides undergraduate students with a foundational knowledge about professional communication and persuasion, but perhaps more importantly, it prepares them to take part in and to shape public discourse as both rhetors who engineer messages, and audiences who listen critically and with compassion.

University:

The University Plan 2025 has been given "the name nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif which translates as 'Let us lead with respect'. The Short Certificates, with their focus on professional ethos, align with the heart of the university's plan. Each of the streams teaches the need to respect the audiences of our messages and to build common ground. Because collaboration in 2022 means working with varied stakeholders, across cultures, industries, and disciplines, the interdisciplinary nature of the SoPD's Short Certificates will demonstrate to students how collaborations and coalitions are built through careful communication.

Environmental Scan Comparable Programs within Saskatchewan and Canada

Since 2016, the Certificate in Professional Communication (CPC) programme has focussed on preparing students for a professional career by cultivating sound communicative judgment in professional practice in both academic and industrial contexts, strengthening their public speaking, persuasion, negotiation, technical writing, and leadership abilities. This programme is unique, in that it was designed to allow students to graduate with the kind of training in communication that practicing professionals traditionally have had to pursue after they have entered the workforce. This emphasis on undergraduate education, which approaches key dimensions of professional communication as applicable across a range of professions, has distinguished the CPC from superficially similar programmes such as UBC's Certificate in Professional Development, which explicitly targets audiences who already have a degree.

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the reconstitution of the *Certificate in Professional Communication* as three distinct Short Certificates in *Persuasive Communication* (CPC-PC) *Leadership and Negotiation* (CPC-LN), and *Technical and Professional Communication* (CPC-TPC) should generate little to no curricular duplication within the province. As with the existing CPC programme, the Short Certificates deliver **for-credit courses** providing academic credentials to undergraduate students, which can also serve as professional development

credentials to other clients. None of the other communication-based programmes in Saskatchewan, or in Canada as a whole, provide Short Certificates for academic credit.

An environmental scan of post-secondary education institutions across Canada (university-level only) found only three institutions offering micro-credentials, as opposed to academic Short Certificates, in fields related to professional communication.

University of British Columbia-Okanagan's *Letter of Proficiency for Critical Skills for Communications in the Technical Sector* is a non-credit credential, requiring the completion of 8 modules. The University of Calgary offers "embedded Certificates" in Leadership Studies and Entrepreneurial Thinking (https://www.ucalgary.ca/pubs/calendar/current/embedded-Certificates.html) which are open to undergraduate students, but are not Short Certificates, having sizeable course requirements (12-18 units). Other graduate Certificates and "stackable Digital Badges" are similarly non-credit and are not offered to undergraduate students.

The University of Ottawa offers micro-credentials in Workplace Writing, in Communication and Marketing, and in Strategic Communication and Change Management. However, these courses have heavier core course + elective requirements (5 to 7 or more core courses, plus one elective. These credential are offered through U of O's Professional Development Institute, and, again, are not intended to accommodate undergraduate students.

(For further information on related and/or comparable programs within Canada, please see Appendix)

Competitive Advantage

The proposed Short Certificates in Professional Communication have a competitive advantage in being of value both for undergraduate students taking the courses for credit, and for professionals seeking training in specific skills. These Certificates' strength lies in their rigour as an academic programme. Each Short Certificate features a suite of three full-term credit courses, taught by fully qualified Graham School faculty who have demonstrated records in teaching and research. Moreover, the courses explore complementary facets of a unified theoretical approach grounded in the traditions of rhetorical communication, which allows students to establish a solid foundation for ongoing assessment and improvement of communication practice as they experience it in their careers.

Admissions

Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the Certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions

will hopefully continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet two criteria: 1) they must have completed RCM 200.3 or 300.3, or demonstrate proficiency in English, 2) have completed at least 60 credit units of post-secondary studies. Average is calculated on a minimum of 18 CUs most recently completed, or overall average.

Description of the program

Certificate in Professional Communication- Leadership and Negotiation

Draft Calendar Entry

The Certificate in Professional Communication- Leadership and Negotiation (CPC-LN) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. In particular, students will develop skills in the interpersonal practice of leadership and negotiation as persuasive communication. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the *Ron and Jane Graham School of Professional Development, College of Engineering.*

Registration in the Certificate in Professional Communication- Leadership and Negotiation is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM RCM 404.3, RCM 409.3, and one of either: RCM 402.3 or RCM 495.3.

Course Information

All required courses, and most elective courses, in the Certificate in Professional Communication (CPC) program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

In its current form, all courses in the Certificate in Professional Communication (CPC) program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Saskatoon Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the *School of Professional Development, College of Engineering* via telephone (306-966-7830).

Program Requirements

Required courses (6 credit units): RCM 404.3 Leadership as Communication RCM 409.3 Negotiation as Rhetorical Practice

Elective courses (3 credit units): One of: RCM 495.3 Rhetorical Peer Mentorship, or RCM 402: Interpersonal Communication and Rhetoric

For further information on course content and descriptions, please see Appendix.

Program Admissions

Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions will continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

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Alignment with the USask Learning Charter

Converting the existing CPC into three Short Certificates continues to align the programs' objectives with the USask Learning Charter. Each one of these Short Certificates in professional communication contributes to the five learning pursuits outlined in the Charter.

In the Learning Charter, the learning pursuit of "truth and understanding" requires that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams". CPC courses require students to analyze scenarios and work in groups to discuss and resolve difficult communication situations. The course work requires students to practice using the theory presented to help solve communication challenges and problems in a practical setting.

The pillar of "the pursuit of knowledges" encourages students to "[understand] how one's subject area may intersect with related disciplines, perspectives, and worldviews." The discipline of rhetoric, which is the theoretical perspective of the three Certificates, shares a body of theory with sociology, psychology, and linguistics, and professors frequently refer to research conducted in these disciplines. These intersections therefore align with the pursuit of various "related disciplines, perspectives, and worldviews." While the Certificates' courses provide solid grounding in rhetorical theory, our ultimate

goal is to help students develop their judgement; thus, the purpose of the program is ultimately a practical one, because students are required to demonstrate their skill in using rhetorical theory to assess and remediate difficult situations.

With a commitment to "the pursuit of integrity and respect," students should be learning to "exercise intellectual integrity and ethical behaviour." The CPC courses and faculty consistently emphasize the fact that ethical considerations are a crucial element of the application of rhetorical theory, and they require students to demonstrate their ethical reasoning through the practice of ethical persuasion both in and outside of class.

In the "pursuit of skills and practices," students will work on "communicating clearly, substantively, and persuasively." This goal is at the heart of our Certificates. In addition, the Learning Charter asks students to engage in "individual and community pursuits" by "committing to positive growth and change for oneself and for local, national and global communities." In essence, the Certificates prepare students for the responsibilities of corporate citizenship. One of the Certificates examines leadership from a communication perspective. Another Certificate prepares students to communicate with diverse audiences. All of the Certificates ultimately prepare students for the communication requirements of engaging with colleagues, management, clients, and the general public, and provide them with the opportunity to pursue all of the goals outlined in the university's learning charter.

Consultation

In the summer of 2020, the SoPD hired a graduate student to conduct surveys of the alumni of the programs we offer, including the Certificate of Professional Communication (and of its precursor, the Professional Communication Option (PCO)). Among other questions, we asked a what, from their experience in the CPC, has been most valuable for their careers and what could be improved. Three common responses informed the redesign of the Certificate:

- 1. More students should take the Certificate program Offering Short Certificates will ensure that most students can easily complete at least one Certificate without a significant change to their degree progress.
- 2. Make the name of the Certificate more descriptive for employers

The Short Certificates are named, each with an area of specialization that will appeal to students with a particular career path in mind.

3. Add more practical examples to illustrate the theoretical concepts The focus areas of each Certificate will allow us to develop assignments and examples that are focused on the interests of the students. Once we had a draft proposal for the new Short Certificates, we met with the College of Agriculture and Bioresources (Acting Associate Dean Academic Eric Micheels and Director, Academic and Student Affairs Amie Shirkie) and the College of Kinesiology (Associate Dean Academic Joel Lanovaz and Manager, Undergraduate Student Services Keeran Wagner). Our discussions confirmed that we had focused the Certificates on areas that would be of interest to students in each of their colleges.

The Short Certificates of Professional Communication will provide opportunities for further study for students in Engineering, Agriculture and Bioresources, and Kinesiology who have taken RCM 200 *Effective Professional* Communication. RCM 200 is a required course for all Engineering students, many Agriculture students, and an elective course in Kinesiology. Senior level courses in the Certificates are elective courses in some programs in Engineering and Agriculture. The Short Certificates will attract students who enjoy our senior level courses and welcome the opportunity to take on or two more courses to complete a Short Certificate.

The Short Certificates will also be available to students from across campus or to people in industry who wish to upgrade their communication skills.

Budget

The 6- course CPC Certificate was developed in 2007. With this new proposal, we will break the CPC into 3 Short Certificates, each that with different focus areas. Since the resources are already in place, there are no additional start-up resources required. A combined budget for the CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)) is attached. Since one Certificate will not be offered without the other, only 1 Budgetary and Financial Implications (Master Worksheet) is attached for all 3 proposals

Please refer to NOI_Budget and Finance Template that has been attached.

Attached Appendix

- 1. Letters of Support
- 2. College Approval
- 3. Enrollment in Certificate of Professional Communication (2016-Present)
- 4. Environmental Scan
- 5. Course Outlines
- 6. Catalogue Entry
- 7. Consultation with the Registrar



UNIVERSITY OF SASKATCHEWAN College of Engineering Engineering.usask.ca

November 5, 2021

Academic Programs Committee of Council University of Saskatchewan

Academic Programs Committee Members,

Re: Proposal for Academic or Curricular Change – Certificate of Professional Communication

On behalf of the College of Engineering, I am pleased to express my strong support for the proposal to convert the existing Certificate of Professional Communication into three Short Certificates in Persuasive Communication, Leadership and Negotiation and Technical and Professional Writing. This initiative is well aligned with the College's strategic aspirations to "offer exceptional academic programs that distinguish our graduates as well-rounded leaders".

By employing existing courses and teaching resources in a more accessible form, this change should enhance the attractiveness of the Professional Communication Certificates by reducing barriers to enrollment and offering a more targeted educational experience. As a result, we anticipate that enrollment will increase for both undergraduate students and for practicing professionals seeking continuing professional development.

With initiatives like this, the Ron and Jane Graham School of Professional Development continues to enhance the reputation of the College of Engineering and the University of Saskatchewan, and to differentiate our graduates from those of other institutions.

Please feel free to contact me if you have any questions.

Best regards,

parlip

Bruce Sparling, PhD, PEng, FCSCE Professor and Associate Dean Academic



November 1, 2021

College of Engineering Undergraduate Academic Programs Committee

To whom it may concern,

I am writing this letter in my role as Dean in the College of Kinesiology expressing our support for the redesign of the Certificate in Professional Communication (CPC) program offered by the Ron and Jane Graham School of Professional Development.

Many students in the College of Kinesiology enroll in RCM courses every year and we receive excellent feedback from our students regarding the content and utility of these courses. The College of Kinesiology is looking at expanding opportunities for our students to obtain extra credentials such as various career-related certificates that are offered through colleges such as Engineering and Edwards School of Business.

In particular, we were pleased to see the Certificate in Persuasive Communication, which was presented to us by Debora Rolfes. The focus of this certificate will likely appeal to a number of our students as they prepare for client-facing careers either directly after they graduate or after further professional education in health care. The shorter, three course format will make it easier for our students to incorporate the certificate into their already packed schedule if they wish to pursue this opportunity.

Sincerely,

CUZ

Chad London, PhD Dean College of Kinesiology



university of saskatchewan College of Engineering engineering.usask.ca



FACULTY COUNCIL

AGENDA

November 17, 2021 1:00-2:30pm Virtual meeting (Webex)

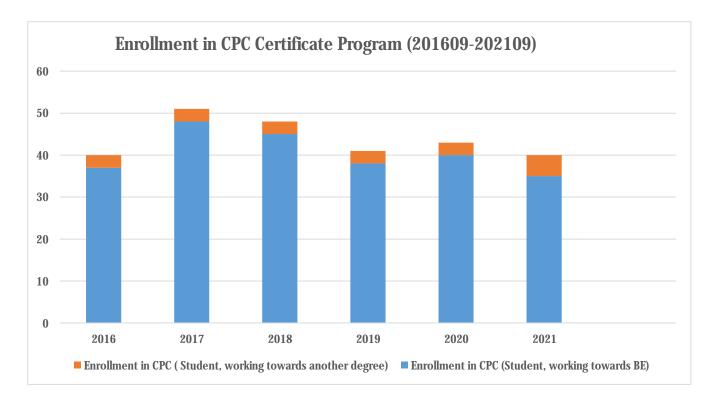
CHAIR:	V. Meda
PRESENT:	A. Abdelrasoul, B. Acharya, S. Alam, O. Baik, E. Bedeer Mohamed,
	D. Beneteau, B. Berscheid, L. Bradford, J. Bugg, T. Cao, W. Chang,
	N. Chowdhury, A. Dalai, A. Elshorbagy, T. Fonstad, J. Frey, H. Guo,
	C. Hawkes, W. Helgason, S. Huang, R. Johanson, R. Karki, G. Kennell,
	S. Ko, 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	Approval of Agenda	
MOTION: To approve the agenda of November 17, 2021 as circulated. Moved: A. Dalai Seconded: O. Baik		CARRIED 1 abstention
2	Approval of Prior Minutes	
	 a. MOTION: To approve the minutes of October 5, 2021 as circulated. Moved: T. Fonstad Seconded: L. Bradford b. MOTION: To approve the Approval of Graduands minutes of October 5, 2021 as circulated. Moved: J. Bugg Seconded: C. Hawkes 	CARRIED 2 abstentions CARRIED 2 abstentions
3	Items Arising from Prior Minutes	
	 a. June 15, 2021: Faculty Council Chair 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. NOTICE OF MOTION: 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	Dean's	Report	
	The Dea includir		
5	Introd		
	There	were no introductions at this meeting.	
5		Moment	
	Counci on carr	I members were reminded to be aware of winter walking safety while npus.	
1	New B	usiness	
	a.		CARRIED
		MOTION: 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	CARRIED
	b.	Certificate in Professional Communication Restructuring – D. Rolfes <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.	
		MOTION: To delete the Certificate in Professional Communication effective 202205. Moved: D. Rolfes Seconded: L. Bradford MOTION: To create the Certificate in Professional Communication-	CARRIED
		Persuasive Communication, effective 202205. Moved: D. Rolfes Seconded: B. Sparling MOTION: To create the Certificate in Professional Communication- Leadership and Negotiation, effective 202205.	CARRIED
		Moved: D. Rolfes Seconded: T. Fonstad	

	MOTION: To create the Certificate in Professional Communication- Technical and Professional Writing, effective 202205. Moved: D. Rolfes	CARRIED
	 Seconded: J. Wills MOTION: To approve the following admission requirements for the three new certificates: completed RCM 200.3 or 300.3, or otherwise demonstrate proficiency in English, and 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 	CARRIED
С.	 Bioprocessing Option in Chemical Engineering – O. Baik For decision 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. MOTION: 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 	CARRIED 1 abstention
d.	Changes to the Mining Option in Mechanical Engineering – J. Bugg <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	

Year	Enrollment in CPC (Student, working t	EnrulinBE) in CPC (Student,	Totellifignollwards ano
2016	37	3	40
2017	48	3	51
2018	45	3	48
2019	38	3	41
2020	40	3	43
2021	35	5	40



	Program Offered	Indication if Institute offers Short Certificates	
BC			
University of British Colu	nbiatificate in Professional Communication	Offers Micro credentials	
University of British Colu	úbia munication Program		
Capilano University	Communication Studies (Diploma/Bachelor)		
	Bhelodof Arts in Professional Communication		
	Communication Studies (Bachelor)		
Trinity Western Universit	Corporate Communication (Bachelor)		
Alberta			
Univeristy of Calgary	Communication and Media Studeies	Offers Micro credentials	
Manitoba			
Univeristy of Manitoba	Rhetoric, Writing, and Communications (Major)		
Ontario			
Univerity of Ottawa	Strategic Communication and Change (Certificate)	Offers Micro credentials	
University of Toronto	Career Development and Communication Skills		
	Professional Writing and Communication (Bachelor)		
McMaster	Communication Studies (Bachelor)		
University of Waterloo	Rhetoric, Media, and Professional Communication (Bachelor)		
Western University	Western Certificate in Academic & Professional Communication for International Graduate Students		
York University	Certificate in Technical and Professional Communication		
Quebec			
McGill	English for Professional Communication		
New Brunswichk			
University of New Brunsw	fickmmunication Studies (Bachelor)		
NovaScotia			
Dalhousie University	Intercultural Communication Certificate		

SK	Program Offered	Indication if Institute offers Microcredentialing		
Post Secondary Instituties within	SK			
University of Saskatchewan	Communication Strategy for Succes	Edwards Executive Education		
Univeristy of Regina	Communication in Business	Offering Micocredentials		
Federeated Colleges				
First Nations Univeristy of Canadandigenous Communication & Fine Arts				
Luther College High School	None identified			
Campion College	None identified			
St Thomas More College	None identified			
Affiliated Colleges				
St. Peters College	None identified			
St. Andrew's College	None identified			
Briercrest College and Seminary				
Horizon College and Seminary	None identified			
Lutheran Thological Seminary	None identified			
College of Emmanuel and St. Cha	None identified			
Polytech				
Saskatchewan Polytechinic	Certificate Programs	Offering Micocredentials		
Aborginal and Northern Institutions				
Gabriel Dumont Institute	None identified			
Saskatchewan Inidian Institure o <mark>Nenhidłogieis</mark> d				
Regioal Colleges				
Southeast College	None identified			
North West College	None identified			
Great Plains College	None identified			
Cumberland College	None identified			
Career colleges				
Saskatoon Business School	None identified			
McKay Career Training	None identified			



RON AND JANE GRAHAM SCHOOL OF PROFESSIONAL DEVELOPMENT COLLEGE OF ENGINEERING

RCM 402 (01): Interpersonal Communication & Rhetoric (T1 2016)

Dr. J. Wills 966-5360 Office Hours: Monday 2:30 – 4:00 & by appointment jeanie.wills@usask.ca Engineering 2A20.4

DESCRIPTION

This course is a survey of foundational concepts and theories in interpersonal communication. Topics include the nature of communication, self-concept, face and politeness, ethics, listening, context and situation, human motivation, identity formation, and persuasion. The course will incorporate rhetorical theories and introduce social-scientific theories, and its goal will be to encourage students to think about the dynamic and shifting nature of human interaction, and to develop strategies for managing their own interactions in more effective ways.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS

This course combines theoretical understanding with practical application, focusing on mastery of the interpersonal and relational dynamics of human interaction, particularly in a professional context. The class will be a mixture of discussion and lecture, but is highly interactive. You can expect to participate in several exercises, written and oral, designed to develop your skill in reading and responding to the relational elements in the messages and self-presentation of others. I will take attendance and will test for class content and reading material. I will also expect you to come to class prepared to discuss the readings.

OBJECTIVES

- To develop an understanding of the role of interpersonal-relational dynamics in human interaction
- To improve understanding of human motivation as it informs communication
- To understand the nature of symbolic representation
- To understand the role of situation in creating and managing relationships
- To develop skill in listening and responding to content and relation in messages
- To develop skill in managing interpersonal dynamics in professional communication
- To increase the number of interpretative strategies available in response to interpersonal communication situations

ASSIGNMENT REQUIREMENTS

Regular assignments	15 %
Icon	10%
Icon Strategy report	10%
Major Report	
Final exam	
Quizzes	
TOTAL	

While I hope that you will develop effective communication skills that you can use in your personal life, I will not ask or expect you to share any information that you feel would violate

your privacy. All members of the class will be expected to participate respectfully in the discussions.

CLASS PROTOCOL:

- Attendance is required. If you miss more than 5 lectures without appropriate medical documentation, you cannot receive a grade greater than 48% in this class.
- Missed quizzes **CANNOT** be made up and the grade recorded will be "Zero." All quizzes must be written in class on the day they are scheduled
- DO TURN OFF YOUR CELL PHONE!. (If you are expecting an emergency call, please let me know.)
- !!!! DO NOT TEXT DURING CLASS!!!
- Do come to class prepared to contribute to class discussion: prepare by doing the reading
- Do not disrupt the class by coming in late or wandering in or out during class time.

EXTENSION POLICY

I am not averse to granting extensions *if* you discuss them with me a day prior to assignment deadlines. If you do not hand in an assignment by the deadline, expect a 10% reduction per day. Assignments will be submitted on BlackBoard.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at <u>http://www.usask.ca/university_secretary/dishonesty.shtml</u>> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

USEFUL BACKGROUND

The normal prerequisite for RCM 402 is RCM 300; any other courses in the RCM 400series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

TEXTS

MacLennan, Jennifer. *Interpersonal Communication for Canadians*. Toronto: Oxford UP, 2008. (Available online through the University of Saskatchewan library. (Note: this textbook is not available in the bookstore).

Supplemental material available on Blackboard.



RCM 404 – Leadership as Communication

2018-19 Term 1 (Fall 2018)

Dr. John Moffatt

Email: john.moffatt@usask.ca

Office: 2A20.3 Engineering

Phone: 966-2912

Office Hours: TBA or by appointment

OBJECTIVES

- § To understand leadership as a rhetorically grounded mode of communication
- **S** To increase skill in listening and responding to both content and relation in human interaction
- **S** To develop skill in managing the interpersonal dynamics of leader-audience interaction
- § To develop skill in recognizing and defusing conflict
- **§** To develop skill in motivating and persuading others

DESCRIPTION

This course studies leadership as communication, and in particular as a form of rhetorical activity. Drawing on both traditional and contemporary scholarship, it will combine theoretical understanding with practical strategies for improving skill across several dimensions of the leadership dynamic: interpersonal, rhetorical, social, ethical, and political. Through reading, discussion, and a variety of practical case studies and exercises, students will be challenged to assess their own understanding and experience of leadership, in order to develop their ability to guide, motivate, and support others toward common goals.

HOURS PER WEEK

METHODS AND REQUIREMENTS

3

BE WHAT THE WORLD NEEDS

Lecture/Discussion

The class will employ a mixture of discussion and lecture, combined with demonstration and analysis of leadership communication skills through practical exercises, conducted individually and/or in groups. You can expect to participate in the discussion of a number of case studies designed to develop your ability to recognize and respond to issues that confront leaders in managing and interaction with others. Your instructor will take attendance and will test for class content in regular quizzes and on exams. You will be expected to come to class prepared.

Written Assignments

You will complete three written assignments designed to develop and exercise your analytical and rhetorical skills. There will also be a major analysis essay assignment.

Note: All formal written assignments will be submitted in <u>electronic form, as email attachments in Word</u> <u>format</u>. I will use the Review function to put comments and corrections on each assignment before returning it to you with a grade.

Quizzes

The in-class quizzes will consist of short-answer questions, to be completed within the allotted time, without the aid of texts or notes. These quizzes are intended to test your grasp of, and ability to apply, terms and concepts studied in the course.

Final Examination

There will be a three-hour final examination which will combine elements of the quizzes and formal assignments. The final will include a closed-book section to test your general knowledge, with short answer and matching sections; upon completion and submission of that first section, you will receive the second section, the analysis of a text, which you may complete with the aid of your text and notes, should you so choose.

REQUIREMENTS

Regular assignments (3 x 10%)	30%	
Mid-term test (in-class; open-book)		10%
Quizzes (4)		10%
Final Course Project		20%
Professionalism	5%	
Final Exam		<u>25%</u>
TOTAL	100%	

PROFESSIONALISM

5% of your grade will be based on the instructor's assessment of your professionalism as a member of the class. In this context, professional practice includes attendance, attentiveness (see "Class Protocol below"), punctuality, and general courtesy, as well as effective management of all coursework, including both formally assigned and graded work, and informal classroom exercises.

CLASS PROTOCOL

- § **TURN OFF YOUR CELL PHONE** during class time.
- **§ Bring your course text and materials.**
- **S** DO NOT disrupt the class by coming in late, chatting, texting, reading the paper, doing homework for other courses, or wandering in or out during class time.
- S Be aware that even if I can't actually see you surfing the net or Facebooking from the front of the room, I can see the people around you who are distracted by your behaviour.
- § Feel free to contribute <u>relevant</u> media items, personal experiences, or other rhetorical-leadership situations to class discussion.

EXTENSION POLICY

Late written assignments will be deducted 10% for each day they are overdue. Extensions will only be granted if you consult with me **before the due date**. If you are having problems with your assignment, please see me earlier rather than later.

USEFUL BACKGROUND

The normal prerequisite for RCM 404 is RCM 300; any other courses in the RCM

series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), and Bitzer's concept of the rhetorical situation. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort.

A confirmed plagiarism will result in an immediate "0" for the assignment and your case

will be pursued to the full extent of university policy. The policy allows for additional

severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you are uncertain what plagiarism is, you should acquaint yourself with the university's policy and definition online at:

http://www.usask.ca/integrity/be-responsible1.php and

http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach or guess at whether or not your action constitutes plagiarism. PLEASE come to see me. I will be happy to help you with any part of the course which is troubling you.

TEXTS

Grint, Keith. Leadership: A Very Short Introduction. Oxford: OUP, 2010.

Other readings/materials will be supplied by the instructor via the class Blackboard page.

SCHEDULE OF ASSIGNMENT DEADLINES

(Note that all deadlines fall on Thursdays.)

Sept 13 Quiz 1 Sept 20 Assignment 1 due Sept 27 Quiz 2 Oct 4 Assignment 2 due Oct 18 Midterm Oct 25 Quiz 3 Nov 1 Assignment 3 due Nov 22 Quiz 4

RCM 404 FAIL 2018 SCHEDULE

The following is an overview of what we will be doing in the course; I will, however, reserve the right to make alterations to this schedule to accommodate the progress and needs of the class.

Week	Tuesday	Thursday
1 Sept 6	No class	Introduction; leadership and rhetoric
2 Sept 11-13	Rhetorical theory review; rhetorical theory and leadership	Quiz 1
3 Sept 18-20	Rhetorical theory and leadership (cont'd)	Assignment 1 due
4 Sept 25-27	Burkean rhetorical theory and Leadership	Quiz 2
5 Oct 2-4	Grint chapter 1 What Is Leadership?	Assignment 2 due
6 Oct 9-11	Chapter 2: What Isn't Leadership?	
7 Oct 16-17	Grint Chapter 3: What Was Leadership: Plato and Sunzi	Midterm (Thursday)

8 Oct 23-24	Grint Chapter 4: Are leaders born or bred? Grint Chapter 5: Who are leaders?	
9 Oct 30-Nov 1	Grint Chapter 6 How do leaders lead?	Quiz 3
10 Nov 6-8	Development levels; contingency theory Grint Chapter 7 What about the followers?	Assignment 3 due
11 Nov 13-15	Reading Week	Reading Week
12 Nov 20-22	Rhetoric of Transactional and Transformational Leadership	Quiz 4
13 Nov 27- 29	Grint Chapter 8: Do we need leaders?	
14 Dec 4-6	Conclusions	Final Examination Review Final Assignment Due
Dec 8		Final Examination 2pm ENG 1B12



RCM 409.3 – Negotiation as Rhetorical Practice

	Winter 2020
Instructor:	Dr. Jeanie Wills 2A20.4 (306) 966-2912
	jeanie.wills@usask.ca
Office Hours:	Days and Times
Lectures:	TR, 1:00-2:20, ENG 1B77
Website:	Assignments, solutions, announcements, and other course information will be posted on Blackboard. Students are responsible for keeping up-to-date with the information on Blackboard.

https://bblearn.usask.ca/

The Graham School acknowledges 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 this place and reaffirm our relationship with one another.

Description:	Using rhetorical theories and methodologies, as well as organizational models, this course introduces students to effective negotiation as rhetorical practice. Designed to foster a rhetorical understanding of the most fundamental elements of the negotiation process, the course teaches theories of identification and common ground as well as persuasion, power, and ethics. It focuses on the tools necessary to examine communication processes and motivations that underpin the principles of negotiation, and it teaches how to do a rhetorical analysis of the negotiation context and audience as well as how to do strategic planning. The course also recognizes the interrelationship between language theories and the ability to frame negotiation communication.
Prerequisites:	RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).
Course Reference Numbers (CRNs):	Section 02 – 25229
Textbook:	Leah Thompason, Mind and Heart of the Negotiator, 6th ed.
Reading List:	

Learning Outcomes: By the end of the course, students will be able to:

- 1. Gain greater mastery and understanding of the theory and practice of rhetorical communication
- 2. Apply rhetorical critical methods to assessing negotiation situations
- 3. Translate rhetorical skills into negotiation skills
- 4. Apply fundamental elements of persuasion to negotiation and conflict situations



- 5. Recognize the human and psychological processes that underpin persuasion in negotiation and conflict management.
- 6. Understand the role of interpersonal and intercultural communication in negotiation and conflict management

Assessment:The methods of assessment and their respective weightings are given below:Assignments: (2)15%Group Presentation&20%Group Research Paper:30%Professionalism:5%Final Exam:30%

Class Protocol

- When you are in-class, be there, not on social media or the internet.
- Ensure you have access to course readings and texts during class, and come prepared with assigned readings completed.
- Arrive to class on time, and avoid wandering in and out of class unnecessarily.
- Participate in class discussions to the extent of your comfort; the lectures provide an opportunity to both discuss and apply your understanding of rhetorical theory.
- If you come across rhetorical objects or artefacts that shed light on ideas discussed in class, consider bringing them with you for discussion.

Professionalism

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance of lectures is key to your success. In RCM 409, 5% of your grade will be based on my assessment of your professionalism as a member of the class. This assessment will be based on a number of factors, including attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor are important to the Graham School, and serves as an opportunity for you to put into practice the communication skills you have learned.

Grading

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

90 - 100	Exceptional
80 - 89	Excellent
70 – 79	Good
60 - 69	Satisfactory
50 - 59	Minimal Pass



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/

Late Assignments and Extension Policy

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. **Remember that RCM 409 is a class in professional communication; handle your issues with deadlines in a professional manner.**

Academic Dishonesty

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

Course Content:

То	pic	Approximate Lecture Hours
1.	SECTION 1 1.1. Section 1.1 1.2. Section 1.2 1.2.1. Section 1.2.1	Х
2.	SECTION 2 2.1. Section 2.1 2.2. Section 2.2 2.2.1. Section 2.2.1	Х
3.	SECTION 3 3.1. Section 3.1 3.2. Section 3.2 3.2.1. Section 3.2.1	Х

4.	SECTION 4 4.1. Section 4.1 4.2. Section 4.2 4.2.1. Section 4.2.1	Х
5.	SECTION 5 5.1. Section 5.1 5.2. Section 5.2 5.2.1. Section 5.2.1	Х
6.	SECTION 6 6.1. Section 6.1 6.2. Section 6.2 6.2.1. Section 6.2.1	Х

Assignments

Information regarding assignments (weighting, due dates, descriptions, etc.)

Research Paper

Information regarding the research paper (weighting, due dates, deliverables, etc.)

Examinations

Final Exam

Information regarding the Final exam (date, time, length, etc.)

Examination Policies:

- Course textbooks may/may not be used in exams.
- The use of electronic devices, including calculators, phones and watches, with document storage and/or communication capabilities is prohibited during exams, both in and out of the exam room. 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.
- If you intend to register with the office for Access and Equity Services for Students (AES), do so, and inform your professor, in a timely manner.

Important Dates:

Wed., Sept. 4	First day of classes
Tues., Sept. 17	



	Last day for making changes in registration for Fall Term and multi-term courses (100% tuition credit).
Mon., Oct. 14	Thanksgiving – University closed
Nov. 11 - 15	Fall Break
TBD	Midterm Exam
Fri., Dec. 6	Last day of classes
Dec. 7 - 23	Final examination period

Mon., Jan. 6	First day of classes
Fri., Jan. 17	Last day for making changes in registration for Winter Term courses
	(100% tuition credit).
Feb. 17 - 21	Winter Break
TBD	Midterm Exam
Mon., Mar. 16	Last day to withdraw from T2 classes
Wed., Apr. 8	Last day of classes
April 8 - 30	Final examination period

Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)
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 - Email: esc@usask.ca; Phone: 306-966-5274; https://engineering.usask.ca/contact_info/esc-office.php
- Student Wellness Centre (3rd & 4th Floors, Place Riel):
 - The Student Wellness Center helps students gain access to resources for their mental, physical, and academic wellbeing. This can include access to resources and information, tools for understanding various wellness issues, and various events to promote wellness.
 - o <u>https://students.usask.ca/health/</u>
- Financial Services:
 - Financial Services can help students with many topics related to money. This includes assistance with tuition and fees, scholarships and awards, budgeting, taxes, and various types of loans.
 - o <u>https://students.usask.ca/money/</u>
- Access and Equity Services for Students (AES Rm. E1, Administrative Building):
 - AES, formerly Disability Services for Students (DSS), works to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity. These accommodations can include exam accommodations (alternate times or spaces to write, additional exam time), notetaking assistance, alternate textbook formatting, new classrooms for your courses, and assistive technology, depending on your individual needs.
 - o <u>https://students.usask.ca/health/centres/access-equity-services.php</u>

Safety



General Office 2A20 Engineering Building, 57 Campus Drive Saskatoon SK S7N 5A9 Canada Telephone: (306) 966-7830 Fax: (306) 966-6551

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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.

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of Student Conduct in Non-Academic Matters", found at the following location: <u>https://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf</u>.



Attribute Mapping:

Instructional Level[‡]

Learning						Attr	ibute [†]					
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1												
2												
3												
4												
5												
6												
7												
8												

[†]<u>Attributes</u>:

- 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.

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.



Fall 2020						
Instructors:	Debbie Rolfes	Corey Owen				
	ENG 2A20.2	ENG 2A20.5				
	(306) 966-2893	(306) 966-1855				
	debora.rolfes@usask.ca	corey.owen@usask.ca				
	https://usask.webex.com/meet/debora.rolfes	https://usask.webex.com/meet/corey.ower				
Office Hours:	By appointment					
Lectures:	Class will meet synchronously for the mo Meeting times will be decided based on a students.					
	Assignments, announcements, and other course information will be po Blackboard. Students are responsible for keeping up-to-date with the i Blackboard.					
Website:	Blackboard. Students are responsible for ke	A				
Website:	Blackboard. Students are responsible for ke					
The Graham Scho	Blackboard. Students are responsible for ke Blackboard.	peping up-to-date with the information on w and the Homeland of the Métis. We pay our				

RCM 495.3 – Rhetorical Peer Mentorship

Description:	Students, working in groups, will be assigned to RCM 300 sections to conduct mock
Description.	job interviews and to propose a project to develop, from this experience, a
	community of practice to mentor students in public speaking. Students will
	implement (at least partially) their project, write a report that uses the course theory
	to analyze their project, deliver a PowerPoint presentation on the report, and
	participate in peer assessment of drafts of assignments and completed work. Projects
	will include mentoring students in RCM 300. In addition, students will be
	responsible for preparing and presenting a seminar on selected readings.

- 3 credit units from RCM 400, RCM 401, RCM 402, RCM 404, RCM 406, RCM **Prerequisites:** 407, RCM 408, RCM 409, and RCM 410.
- 6 additional credit units from RCM 400, RCM 401, RCM 402, RCM 404, RCM 406, **Co-requisites:** RCM 407, RCM 408, RCM 409, and RCM 410.



(CRNs):

Textbook: This course has no required textbook.

Reading List: Readings will be supplied by the instructors via the course Blackboard page.

Learning Outcomes:

By the end of the course, students will be able to:

- 1. Understand rhetorical and learning theory as it applies to professional communication
- 2. Apply these bodies of theory in group-work and in mentoring situations
- 3. Exhibit peer-mentoring skill
- 4. Work effectively and efficiently in collaborative professional environments
- 5. Exhibit advanced oral and written communication skills
- 6. Synthesize research in peer-mentoring and use it to analyze a mentorship project

Assessment: The methods of assessment and their respective weightings are given below:

Seminar Discussions:	5%
Project Proposal:	10%
Annotated Bibliography:	5%
Progress Report:	10%
Final Report:	40%
Final Presentation:	20%
Peer Assessment:	10%

Class Protocol:

- Ensure that you have access to WebEx during scheduled synchronous meeting times.
- Ensure you have access to course readings and texts during class, and come prepared with assigned readings completed or drafts of assignments prepared.
- Arrive to class on time.
- Participate in class discussions to the extent of your comfort.
- Treat your group meetings with the professionalism you mean to bring to your career.

Professionalism:



UNIVERSITY OF SASKATCHEWAN Ron and Jane Graham School of Professional Development COLLEGE OF ENGINEERING

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance in seminars is key to your success. While there will be no specific weighting assigned based on your professional conduct in this course, your project will be founded upon establishing professional relationships; it will be important for you to carry yourself in a professional and respectful manner. Appropriate conduct includes factors such as your attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor and your group mates are important to the Graham School, and serve as an opportunity for you to put into practice the communication skills you have learned.

Grading:

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

90 - 100	Exceptional
80 - 89	Excellent
70 – 79	Good
60 - 69	Satisfactory
50 - 59	Minimal Pass

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/

Late Assignments and Extension Policy:

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. **Remember that RCM 495 is a class in professional communication; handle your issues with deadlines in a professional manner.**

Academic Dishonesty:

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which



allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at <u>https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php</u>

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see us. We will be happy to help you with any part of the course that is troubling you.

Assignments

Seminar Presentations (5%)

You will be assigned one of the readings to prepare and present in class. Your job is to understand the material well enough that you can explain it to your classmates and suggest some ways that the theory may be applicable to the mentorship projects we are designing and implementing.

You will be expected to do the following:

- Summarize the article and provide written notes for classmates
- Identify the major points in the article that relate to our mentorship projects
- Apply the theory learned in the article to the mentorship projects

On the day of discussion for each article, each group will be expected to be able to discuss their project in relation to the theoretical framework that the author explores.

Proposal (10%)

In a semi-formal report (using full block format) of about five pages, write a proposal describing the project that your group wishes to develop. Include the following sections:

- Introduction
 - Provide an overview of the proposal
 - Identify the scope of the proposal
- Background/Exigence
 - What is the situation that has led to the exigence?
 - How significant is the problem?
- Proposed Project
 - Develop a plan to address the exigence
 - Describe the method you will use
 - Describe how you will encourage mutual engagement, shared repertoire, and accountability to the enterprise
 - Provide a schedule
 - Identify any ethical issues that you may have to consider
- Costs and Budget
 - What will you have to invest to make the project work?
 - Don't forget the investment of time
- Roles and Duties



- Assign duties to each group member
- Establish the qualifications of each member to take on the assigned role
- Benefits
 - o Describe what you hope to achieve beyond solving the exigence

Annotated Bibliography (5%)

Prepare an annotated bibliography of articles or books that could be helpful in developing your project, in which you summarize the arguments of at least **ten** sources, other than readings required for this or for RCM 300. Be sure that the sources your consult are proper peer-reviewed academic ones.

Bring copies of your bibliography to class on the due date; each group should be prepared to highlight two or three of the sources, describing how they will be used to develop the project and final report.

If you are unsure about how to compose an annotated bibliography, do consult the following URL: http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography.

Progress Report (10%)

In a semi-formal report of three to five pages, describe the progress of your project.

In particular, you should discuss the following:

- The objectives you've achieved so far
- The objectives you've yet to achieve, and when you plan to do so
- Any challenges you've encountered while developing your project
- Any modifications you've made to the project, and why you've chosen to do so
- If necessary, revise your description of the exigence

Final Report (40%)

In a formal report of **twelve** to **fifteen** pages (double-spaced), analyze the project that you undertook for this class.

Analyze the project that you designed and, if applicable, implemented using the theory from the readings from class and your annotated bibliography, as well any additional sources you find useful.

- What exigence did you identify? How did you decide on the audience you would address? What facts and interest did you use to persuade the audience of the exigence?
- Use the theory we studied in class as well as some of the sources identified in your working bibliography to explain your choices.
- In what ways did your project establish a community of practice?
- In what ways did the people in RCM 495 establish a community of practice?
- How were mentorship and/or apprenticeship enacted in your project?
- Assess the success of your project in terms of how your audience was (or will be) helped with the exigence and in terms of how your own learning developed.
- Assess the success of your project in terms of how your understanding of rhetorical theory changed or deepened through this project.
- Develop recommendations for groups that might undertake this project in future Rhetorical Peer Mentorship classes.



Your report will be added to a database made available to future students of RCM 495, to guide their projects.

PowerPoint Presentation (20%)

In a presentation of 20 minutes (plus or minus two minutes), report your findings to the class. Every group member should have a turn presenting.

Peer Assessment (10%)

Each member of a group will assess the participation and contribution of the members of his or her own group.

Important Dates:

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Thurs., Sept. 17	Last day for making changes in registration for Fall Term and multi-term courses
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Nov. 9 - 13	Fall Break
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UNIVERSITY OF SASKATCHEWAN Ron and Jane Graham School of Professional Development college of EngineEring

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Instructional Level[‡]

Learning						Attr	ibute [†]					
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1						Ι	Ι	Ι				Ι
2						А	Α	А			А	Α
3						А	Α	А			А	Α
4						А	Α	А			А	Α
5						А	А	А				
6							А	А				Α

[†]Attributes:

- A1 A knowledge base for engineering
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- A3 Investigation
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- A8 Professionalism
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- A10 Ethics and equity
- A11 Economics and project management
- A12 Life-long learning

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Professional Communication

Certificate in Professional Communication-Leadership and Negotiation

The Certificate in Professional Communication <u>-Leadership and Negotiation (CPC-LN)(Cert.)</u> program is a degree-level certificate program that prepares students for a professional career by cultivating communicative judgment in professional practice. <u>-In particular, students will develop skills in the interpersonal practice of leadership and negotiation as persuasive communication. The program consists of three courses (9 credit units) The program consists of six courses (18 credit units). All courses within the program have a rhetorical foundation and are delivered by the School of Professional Development, College of Engineering.</u>

Registration into the Certificate in Professional Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program.

Registration in the Certificate in Professional Communication- Leadership and Negotiation is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM 404.3, RCM 409.3, and one of either: RCM 402.3 or RCM 495.3.

The prescribed schedule for courses required to earn the Certificate in Professional Communication is flexible; however, students are encouraged to complete <u>RCM 400.3</u> Rhetorical Theory and Practice of Persuasion before other RCM 400 level courses. Finally, students are required to complete <u>RCM</u> 495.3 Rhetorical Peer Mentorship as a capstone course.

Course Information

All required courses in the Certificate in Professional Communication<u>- Leadership and Negotiation (CPC)</u> program are offered on an annual basis during the Fall Term and/or Winter Term. While most elective courses are also offered on an annual basis, due to resource limitations, the School of Professional Development, College of Engineering, may not offer every elective course. Select courses may be offered during the Spring Term and Summer Term.

In its current form, all courses in this program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the **Dynamic Schedule** or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Certificate Requirements (918 credit units)

Required courses (6 credit units)

RCM 404.3 Leadership as Communication

RCM 409.3 Negotiation as Rhetorical Practice

Elective courses (3 credit units)

One of: RCM 495.3 Rhetorical Peer Mentorship, or

RCM 402 Interpersonal Communication and Rhetoric

Required Courses (9 credit units)

- <u>RCM 400.3</u> Rhetorical Theory and Practice of Persuasion
- <u>RCM 401.3</u> Oral Rhetoric
- <u>RCM 495.3</u> Rhetorical Peer Mentorship

Elective Courses (9 credit units)

Student must select and complete three of the following courses:

- <u>RCM 402.3</u> Interpersonal Communication and Rhetoric
- •____RCM_403.3
- <u>RCM 404.3</u> Leadership as Communication
- <u>RCM 406.3</u> Studies in Communication Series
- RCM 407.3 Rhetorical Editing
- <u>RCM 408.3</u> Rhetorical Composition Writing for the Public
- <u>RCM 409.3</u> Negotiation as Rhetorical Practice
- <u>RCM 410.3</u> Rhetoric of Science and Technology
- <u>RCM 498.3</u> Special Topics

Admission Qualifications

Regular Admission

- Completed at least 60 credit units of post-secondary studies
- 60% average in the most recent 18 credit units of completed coursework
- Completion of RCM 200 Effective Professional Communication (formerly RCM 300), or an approved equivalent demonstrate proficiency in English.
- Proficiency in English.

Selection Criteria

- Regular Admission: Academic average 100% weighting
 - Competitive ranked admission (top down average) is in place to manage enrolment in the college.
 - Average is calculated on a minimum of 18 CUs most recently completed or an overall average.

Categories of Applicants

Regular Admission

Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

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.

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

Certificate in Professional Communication - Leadership and Negotiation [CLN - Cert in Prof Comm-Lead Negot] - 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?

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:

CLN - In Cert in Leader Negotiation - suggested Banner code and description

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

Engineering [EN]

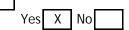
9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

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.

PRCO [Professional Communication] - suggested Banner code and description

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

Yes	Х	No	
Yes		No	Х



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

1 Is this a new program?

Is an existing program being revised?

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

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

Certificate in Professional Communication - Leadership and Negotiation [CLN - Cert in Prof Comm-Lead Negot] - suggested Banner code and description

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

Certificate in Professional Communication - Leadership and Negotiation [CLN - Cert in Prof Comm-Lead Negot] - suggested Banner code and description

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

n/a

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

Engineering [EN] / School of Professional Dev [SPD]

6 Is this a replacement for a current program?

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

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

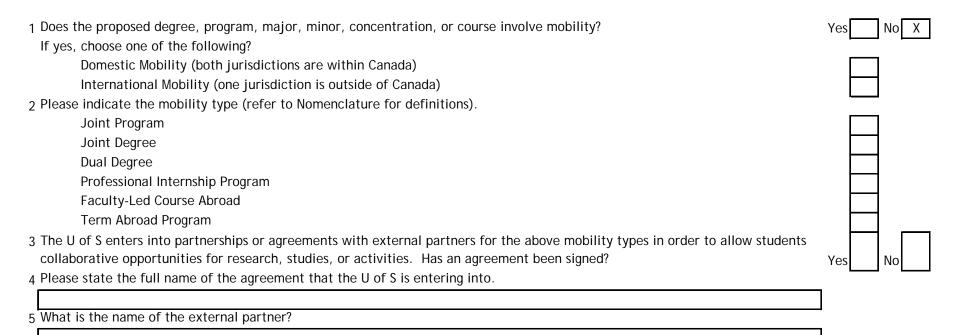
9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Yes	Х	No	
Yes		No	Х

Yes No X

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.



6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

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

No X Revised Yes

Page 4 of 15

No X Revised Yes

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.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

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?

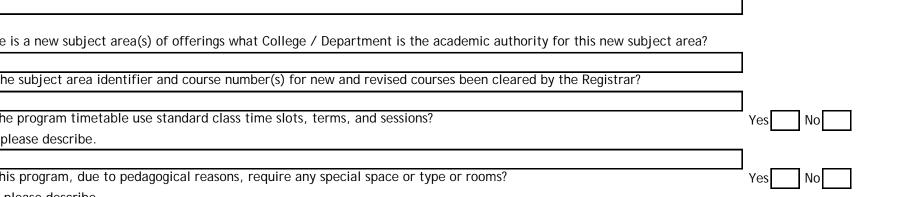
4 Does the program timetable use standard class time slots, terms, and sessions?

If NO, please describe.

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

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 except as noted below

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

Yes, through the centrally-administered online application

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

YYYY09 and YYYY01

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

June 30 for the YYYY09 term and November 15 for the YYYY01 term

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?

Yes

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.)

Students will be competitively ranked (based upon average)

Must meet two criteria:

1 - must have completed RCM 200.3 or 300.3 or demonstrate proficiency in English

2 - must have completed 60 cu's of post-secondary studies

Average is calculated on a minimum of 18 cu's most recently completed or an overall average for undergraduate students. For graduate students, look at overall average.

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?)

Title: Certificate in Leadership and Negotiation

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?)

Admissions Office

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, 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). \$6,828.30 Yes X No

Title: Certificate in Leadership and Negotiation

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 Spring Convocation 2023

4

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

25 - 30 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)?

If YES, what and by what date?

Yes No X

Yes X

Section 12: Registration Information

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.)

degree level certificates will use numeric year.)	
Numeric year	
2 Will students register themselves?	Yes X 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 X 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 X No
Section 15: Awards Information	
1 Will terms of reference for existing awards need to be amended?	Yes No X
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?

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? If yes, what is the name of the program?	Yes	No X
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.		J <u> </u>
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

1	How will tuition be assessed?		
	Standard Undergraduate per credit	Х	
	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	4	
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?		
	Yes, TC07		
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.)		
	Standard undergraduate tuition		
9	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?		
	Yes	1	
10	Do standard cancellation fee rules apply?		
	Yes		
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	1	
	No	· _	
12	Are you moving from one tuition code (TC) to another tuition code?	Yes	No X
	If YES, from which tuition code to which tuition code?	1	
		I	
13	Are international students admissible to the program? If yes, will they pay the international tuition differential?	1	
	Yes, will pay the international tuition differential	l	

Title: Certificate in Leadership and Negotiation

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

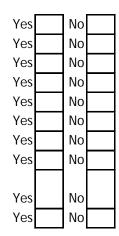
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





Archived: Monday, November 29, 2021 12:34:48 PM From: <u>Warrington, Seanine</u> Sent: Thu, 25 Nov 2021 16:35:25 To: <u>Beck, Jennifer Isinger, Russ Bruce Sparling (AD Academic, Engineering)</u> Cc: <u>Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda</u> 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 To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>; 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>
Sent: Wednesday, November 24, 2021 2:57 PM
To: Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>
Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Storey, Amanda
<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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>> wrote:

2

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: <u>engr.academicdean@usask.ca</u>



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From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Sent: Wednesday, November 24, 2021 12:19 PM
To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering)
<<u>engr.academicdean@usask.ca</u>>
Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eeileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>
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

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

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> 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:

CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)

					Α	cademic Year					
		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenue											
Tuition revenue:											
Total # of domestic students (headcount)		45		55		65		75		85	Increase in Enrollment of 10 studen
Domestic tuition rate	\$	2,276.10	\$	2,367.04	\$	2,461.72	\$	2,560.18	\$	2,662.58	Based on 758.70/course (3 cu) (202
Total tuition revenue - domestic	\$	102,424.50	\$	130,187.20	\$	160,011.80	\$	192,013.50	\$	226,319.30	
Total # of international students (headcount)											Current CPC short certificates does
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)											
Total Revenue	\$	102,424.50	\$	130,187.20	¢	160,011.80	¢	192,013.50	¢	226,319.30	
	Ŷ	102,424.30	Ψ	130,107.20	Ψ	100,011.00	φ	172,013.30	φ	220,317.30	
Expenditures											
Start-up costs	\$	-		n/a		n/a		n/a		n/a	
Salary and benefits:	•	00,400,40		05 007 40		04 700 04	*	00 50 4 04	*		00/ :
Faculty	\$	83,409.10	\$	85,097.18	\$	86,798.94	\$	88,534.91	\$	90,305.60	2% increase in salary/year
Sessionals or limited term instructional support	_										
Students Staff											
Staff											
Honoraria	¢	02 400 10	¢	05 007 10	¢	0/ 700 04	¢	00 524 01	¢	00.205.40	
Total salary and benefits	\$	83,409.10	\$	85,097.18	\$	86,798.94	¢	88,534.91	Э	90,305.60	
Scholarships and bursaries	\$	-									No Scholarships are offered for cert

Comments ent/year 020-21) Avg increase in tution by 4% es not target International Students ertificate programs

Marketing and promotion	\$ -					Marketing and Promotion will not i
Materials and supplies	\$ -					None identified
Travel	\$ -					None identified
Equipment and IT	\$ -					None identified
Other costs (list in Comments)	\$ -					None identified
Total Expenditures	\$ 83,409.10	\$ 85,097.18	\$ 86,798.94	\$ 88,534.91	\$ 90,305.60	
Estimated Surplus or Deficit	\$ 19,015.40	\$ 45,090.02	\$ 73,212.86	\$ 103,478.59	\$ 136,013.70	If deficit in any given year, explain l

*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: A combined budget for the CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)) is attached. Since one certificate will not be offered without the other, only 1 Budgetary and Financial Implications (Master Worksheet) is attached for all 3 proposals

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.

t incur additional costs.

in how it will be managed



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

<u>Requirements</u>: Itemize start-up costs for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities

Instructions:

1. Areas shaded in <u>grey</u> denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN),

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment	\$-	None identified
Marketing and promotion		Program is advertised to prospective students by inviting CPC certificate graduates to attend and talk to some 1st and 2nd year classes. No other significant resource is required.
Marketing and promotion	ъ -	significant resource is required.
		Program is currently offered as a CPC Certificate, which is being discontinued; all
Curriculum development	\$-	the courses from the CPC are being repurposed for these Short Certificates.
Facilities refurbishment	\$-	None identified
Equipment and IT	\$-	No additional IT/Equipemnt Needed
Library enhancements	\$-	None identified
Other (list in Comments)	\$-	
Total Start-Up Costs	\$-	

<u>Notes:</u> The 6- course CPC Certificate was developed in 2007. With this new proposal, we will break the CPC into 3 short certificates, each that with different focus areas. Since the resources are already in place, there are no additional start-up resources required.

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.

Committee of Council.



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

<u>Requirements</u>: Provide detailed information to support the financial information noted in the worksheets. Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities Committee

Name of Program:

CPC Short Certificates

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 Short Certificates of Professional Communication will provide opportunities for further study for students in Engineering, Agriculture and Bioresources, and Kinesiology who have taken RCM 200 Effective Professional Communication. RCM 200 is a required course for all Engineering students, many Agriculture students, and an elective course in Kinesiology. Senior level courses in the Certificates are elective courses in some programs in Engineering and Agriculture. The Short Certificates will attract students who enjoy our senior level courses and welcome the opportunity to take on or two more courses to complete a short Certificate.

The short Certificates will also be available to students from across campus or to people in industry who wish to upgrade their communication skills

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.

No new faculty members will be recruited. The CPC Short certificates will be made up of courses that are already offered as a part of the College of Engineering curriculum. There will be no new faculty hired or course development needed.

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?).

The CPC short cCertificates will be offered synchronously and in-person. No additional support is required. Should we need to move to remote delivery, no new support is needed because these courses have been offered remotely during Covid-19 restrictions in 2020-21.

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.

These short Certificates are made up of courses that already exist as part of the curriculum in the Colleges of Enginering and Agriculture and Bioresources. Should we not get the expected enrolment in the Short Certificates, most of the courses would continue to be offered because they are electives in several programs in each college. We might decrease the frequency of the offering of some courses and perhaps cancel one or two courses that are not listed as electives in other programs.

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.

College of Engineering Salary Review

School of Professional Development

For the Period Ended September 30, 2021

For the fiscal year May 1, 2021 through April 30, 2022

Org Code:

1342

Name	Employment Group	Annual Budget	or CPC short certif	otal Expenditure SB for C	I
Moffatt, John	Faculty	173,345.00	0.1	17334.5	0.4 FTE for Teaching, out of 4 courses with 25 students each, 5 ar
					Teaching accounts for 40% of workkload of the 1 FTE. 1.5 c
Rolfes, Debbie	Faculty	174,094.00	0.15	26113.5	course (which is shared with Corey as co instructor)
Urquhart, Burton	Faculty	78,108.00	0	0	
Bennetch, Rebekah	Faculty	127,828.00	0.1	12782.8	Teaching accounts for 80% of 1FTE. Teaches 7 courses, capped a
					1 FTE for teaching, Teaches 5 courses per year—three sect taught (in alternating years). I estimate 6 or 7 of the studer
Owen, Corey	Faculty	138,266.00	0.1		on the year; I believe all of them are in the CPC
Wills, Jeanie	Faculty	133,517.00	0.1	13351.7	0.4 FTE for Teaching, out of 4 courses with 25 students each, 5 ar
				83409.1	

Column1

are CPC short certificate students. Total FTE calculated for estimat of contribution to the CPC short sertificates 0.1 5 courses associated with the CPC, capped at 20 and 25. On average 10 students in full course are CPC students and 15 are in the half

at 22 students. It is estimated that 10 are CPC students of all the courses taught ctions of RCM 200, RCM 408 or 410, and RCM 495 (w/ Deb). RCM 408 and 410 usually has roughly 12-14 students each time they are lents in each class are in the CPC (often they are they same students). RCM 495 has anywhere from roughly 7-16 students, depending

are CPC short certificate students. Total FTE calculated for estimat of contribution to the CPC short sertificates 0.1



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Professional Communication- Persuasive Communication

Degree(s): Undergraduate Degree Level Certificate

Field(s) of Specialization: Professional Communication

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Burton Urquart, CPC Chair, Ron and Jane Graham School of Professional Development, burton.urquhart@usask.ca, 306 966 5386 Proposed date of implementation: September 2022

Proposal Document

Academic justification:

Motivation

The School of Professional Development, College of Engineering has been offering credentials in Professional Communication in the College of Engineering since 2007. The School's original Professional Communication Option (PCO) was sponsored and created in response to industry demand for employees who were effective at communicating not only with colleagues and management within their own organization, but also with clients, government agencies, and the general public. Student demand for increased recognition of the credential, a need for improved marketability, and the possibility of delivering the program to non-traditional markets led to the PCO's conversion into a Certificate of Proficiency program, the Certificate in Professional Communication (CPC), which was established in 2016. The proposed restructuring of the CPC will convert the current Certificate into three Short Certificates in

- Persuasive Communication (CPC-PC)
- Leadership and Negotiation (CPC-LN)
- Technical and Professional Writing (CPC-TPW)

This restructuring is intended to further facilitate student access to formal credentials in these areas. The CPC provided students with the option to complete the program post-graduation if they so desired, and also opened the credential to students from across the campus, as well as to practising professionals. 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 focussed 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. Making the content of each Certificate apparent will thus allow the School of Professional Development to strengthen its presence as a provider of professional development services in the local market. By clearly signalling the nature of a given credential to industry audiences, the SoPD can draw attention to the training we offer, creating opportunities to investigate delivery of further professional development programming to public and private-sector organizations, which in turn will generate additional revenues to sustain current operations and explore new ones. The same transparency of content will also assist in marketing the Certificates to students in other Colleges and units at the University, especially those focussed on preparing students for specialized participation in professional and public life.

Given that the program will continue to be primarily targeted towards full-time undergraduate students, courses will be delivered during normal business hours. The School of Professional Development has already gained experience in delivering training in these areas to professionals, and will continue to research and identify effective alternative course delivery methods, to better stimulate and satisfy a demand for meaningful credentials in professional communication.

Strategic Alignment

College:

As articulated in the CoE's 2018-2025 Strategic Plan, the college's guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The SoPD's Short Certificates support these principles with innovative programming that focusses on transformative learning. Transformative learning fosters innovation as students begin to understand the relevance of rhetorical study to their education, careers, professionalism, and personal development. All three Certificates emphasize the significance of communicating professional ethos so that students learn how communication builds community and relationships, fosters collaboration and innovation, and enables personal and professional success. While the primary objective of the Short Certificates is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of

communicating in a professional environment, the three Certificates allow undergraduate students to choose an area of communication focus that will not only develop their technical and professional communication skills, but also their relationship-building skills. These skills are built on a fulcrum of respect for an audience. The Certificates deliver immediate value for the students, who often see overarching improvements in how their communication is received and acted upon by their audiences. As is evidenced by the environmental scan, this academic curriculum is innovative because it marries theory and practice and provides undergraduate students with a foundational knowledge about professional communication and persuasion, but perhaps more importantly, it prepares them to take part in and to shape public discourse as both rhetors who engineer messages, and audiences who listen critically and with compassion.

University:

The University Plan 2025 has been given "the name nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif which translates as 'Let us lead with respect'. The Short Certificates, with their focus on professional ethos, align with the heart of the university's plan. Each of the streams teaches the need to respect the audiences of our messages and to build common ground. Because collaboration in 2022 means working with varied stakeholders, across cultures, industries, and disciplines, the interdisciplinary nature of the SoPD's Short Certificates will demonstrate to students how collaborations and coalitions are built through careful communication.

Environmental Scan Comparable Programs within Saskatchewan and Canada

Since 2016, the Certificate in Professional Communication (CPC) programme has focussed on preparing students for a professional career by cultivating sound communicative judgment in professional practice in both academic and industrial contexts, strengthening their public speaking, persuasion, negotiation, technical writing, and leadership abilities. This programme is unique, in that it was designed to allow students to graduate with the kind of training in communication that practicing professionals traditionally have had to pursue after they have entered the workforce. This emphasis on undergraduate education, which approaches key dimensions of professional communication as applicable across a range of professions, has distinguished the CPC from superficially similar programmes such as UBC's Certificate in Professional Development, which explicitly targets audiences who already have a degree.

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the reconstitution of the *Certificate in Professional Communication* as three distinct Short Certificates in *Persuasive Communication* (CPC-PC) *Leadership and Negotiation* (CPC-LN), and *Technical and Professional Communication* (CPC-TPC) should generate little to no curricular duplication within the province. As with the existing CPC programme, the Short Certificates deliver **for-credit courses** providing academic credentials to undergraduate students, which can also serve as professional development

credentials to other clients. None of the other communication-based programmes in Saskatchewan, or in Canada as a whole, provide Short Certificates for academic credit.

An environmental scan of post-secondary education institutions across Canada (university-level only) found only three institutions offering micro-credentials, as opposed to academic Short Certificates, in fields related to professional communication.

University of British Columbia-Okanagan's *Letter of Proficiency for Critical Skills for Communications in the Technical Sector* is a non-credit credential, requiring the completion of 8 modules. The University of Calgary offers "embedded Certificates" in Leadership Studies and Entrepreneurial Thinking (https://www.ucalgary.ca/pubs/calendar/current/embedded-Certificates.html) which are open to undergraduate students, but are not Short Certificates, having sizeable course requirements (12-18 units). Other graduate Certificates and "stackable Digital Badges" are similarly non-credit and are not offered to undergraduate students.

The University of Ottawa offers micro-credentials in Workplace Writing, in Communication and Marketing, and in Strategic Communication and Change Management. However, these courses have heavier core course + elective requirements (5 to 7 or more core courses, plus one elective. These credential are offered through U of O's Professional Development Institute, and, again, are not intended to accommodate undergraduate students.

(For further information on related and/or comparable programs within Canada, please see Appendix)

Competitive Advantage

The proposed Short Certificates in Professional Communication have a competitive advantage in being of value both for undergraduate students taking the courses for credit, and for professionals seeking training in specific skills. These Certificates' strength lies in their rigour as an academic programme. Each Short Certificate features a suite of three full-term credit courses, taught by fully qualified Graham School faculty who have demonstrated records in teaching and research. Moreover, the courses explore complementary facets of a unified theoretical approach grounded in the traditions of rhetorical communication, which allows students to establish a solid foundation for ongoing assessment and improvement of communication practice as they experience it in their careers.

Admissions

Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the Certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions

will continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet two criteria: 1) they must have completed RCM 200.3 or 300.3, or demonstrate proficiency in English, 2) have completed at least 60 credit units of post-secondary studies. Average is calculated on a minimum of 18 CUs most recently completed, or overall average.

Description of the program

Certificate in Professional Communication- Persuasive Communication

Draft Calendar Entry

The Certificate in Professional Communication- Persuasive Communication (CPC-PC) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. In addition to learning the theoretical foundations of persuasive communication, students will gain skill in both written and oral formats, as well as in interpersonal team or leadership contexts. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the *Ron and Jane Graham School of Professional Development, College of Engineering.*

Registration in the Certificate in Professional Communication- Persuasive Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM 400.3 and RCM 401.3, as well as one of RCM 402.3, RCM 404.3, or RCM 495.3.

Course Information

All required courses, and most elective courses, in the Certificate in Professional Communication (CPC) program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

In its current form, all courses in the Certificate in Professional Communication (CPC) program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Saskatoon Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the *School of Professional Development, College of Engineering* via telephone (306-966-7830).

Program Requirements

Required courses (6 credit units): RCM 400.3 Rhetorical Theory and the Practice of Persuasion RCM 401.3 Oral Rhetoric

Elective course (3 credit units):

One of: RCM 402.3 Interpersonal Communication and Rhetoric, or RCM 404.3 Leadership as Communication, or RCM 495.3 Rhetorical Peer Mentorship For further information on course content and descriptions, please see Appendix

Program Admissions

Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions will continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet two criteria: 1) they must have completed RCM 200.3 or 300.3, or demonstrate proficiency in English, 2) have completed at least 60 credit units of post-secondary studies. Average is calculated on a minimum of 18 CUs most recently completed, or overall average.

Alignment with the USask Learning Charter

Converting the existing CPC into three Short Certificates continues to align the programs' objectives with the USask Learning Charter. Each one of these Short Certificates in professional communication contributes to the five learning pursuits outlined in the Charter.

In the Learning Charter, the learning pursuit of "truth and understanding" requires that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams". CPC courses require students to analyze scenarios and work in groups to discuss and resolve difficult communication situations. The course work requires students to practice using the theory presented to help solve communication challenges and problems in a practical setting.

The pillar of "the pursuit of knowledges" encourages students to "[understand] how one's subject area may intersect with related disciplines, perspectives, and worldviews." The discipline of rhetoric, which is the theoretical perspective of the three Certificates, shares a body of theory with sociology, psychology, and linguistics, and professors frequently refer to research conducted in these disciplines. These intersections therefore align with the pursuit of various "related disciplines, perspectives, and worldviews." While the Certificates' courses provide solid grounding in rhetorical theory, our ultimate goal is to help students develop their judgement; thus, the purpose of the program is ultimately a

practical one, because students are required to demonstrate their skill in using rhetorical theory to assess and remediate difficult situations.

With a commitment to "the pursuit of integrity and respect," students should be learning to "exercise intellectual integrity and ethical behaviour." The CPC courses and faculty consistently emphasize the fact that ethical considerations are a crucial element of the application of rhetorical theory, and they require students to demonstrate their ethical reasoning through the practice of ethical persuasion both in and outside of class.

In the "pursuit of skills and practices," students will work on "communicating clearly, substantively, and persuasively." This goal is at the heart of our Certificates. In addition, the Learning Charter asks students to engage in "individual and community pursuits" by "committing to positive growth and change for oneself and for local, national and global communities." In essence, the Certificates prepare students for the responsibilities of corporate citizenship. One of the Certificates examines leadership from a communication perspective. Another Certificate prepares students to communicate with diverse audiences. All of the Certificates ultimately prepare students for the communication requirements of engaging with colleagues, management, clients, and the general public, and provide them with the opportunity to pursue all of the goals outlined in the university's learning charter.

Consultation

In the summer of 2020, the SoPD hired a graduate student to conduct surveys of the alumni of the programs we offer, including the Certificate of Professional Communication (and of its precursor, the Professional Communication Option (PCO)). Among other questions, we asked a what, from their experience in the CPC, has been most valuable for their careers and what could be improved. Three common responses informed the redesign of the Certificate:

- More students should take the Certificate program
 Offering Short Certificates will ensure that most students can easily complete at least one
 Certificate without a significant change to their degree progress.
- Make the name of the Certificate more descriptive for employers The Short Certificates are named, each with an area of specialization that will appeal to students with a particular career path in mind.
- Add more practical examples to illustrate the theoretical concepts
 The focus areas of each Certificate will allow us to develop assignments and examples that are
 focused on the interests of the students.

Once we had a draft proposal for the new Short Certificates, we met with the College of Agriculture and Bioresources (Acting Associate Dean Academic Eric Micheels and Director, Academic and Student Affairs Amie Shirkie) and the

College of Kinesiology (Associate Dean Academic Joel Lanovaz and Manager, Undergraduate Student Services Keeran Wagner). Our discussions confirmed that we had focused the Certificates on areas that would be of in terest to students in each of their colleges.

The Short Certificates of Professional Communication will provide opportunities for further study for student s in Engineering, Agriculture and Bioresources, and Kinesiology who have taken RCM 200 *Effective Professional* Communication. RCM 200 is a required course for all Engineering students, many Agric ulture students, and an elective course in Kinesiology. Senior level courses in the Certificates are elective cou rses in some programs in Engineering and Agriculture. The Short Certificates will attract students who enjoy our senior level courses and welcome the opportunity to take on or two more courses to complete a Short Certificate.

The Short Certificates will also be available to students from across campus or to people in industry who wish to upgrade their communication skills.

Budget

The 6- course CPC Certificate was developed in 2007. With this new proposal, we will break the CPC into 3 Short Certificates, each that with different focus areas. Since the resources are already in place, there are no additional start-up resources required. A combined budget for the CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)) is attached. Since one Certificate will not be offered without the other, only 1 Budgetary and Financial Implications (Master Worksheet) is attached for all 3 proposals

Please refer to NOI_Budget and Finance Template that has been attached.

Attached Appendices

- 1. Letters of Support
- 2. College Approval
- 3. Enrollment in Certificate of Professional Communication (2016-Present)
- 4. Environmental Scan
- 5. Course Outlines
- 6. Catalogue Entry
- 7. Consultation with the Registrar Form



university of saskatchewan College of Engineering engineering.usask.ca

November 5, 2021

Academic Programs Committee of Council University of Saskatchewan

Academic Programs Committee Members,

Re: Proposal for Academic or Curricular Change – Certificate of Professional Communication

On behalf of the College of Engineering, I am pleased to express my strong support for the proposal to convert the existing Certificate of Professional Communication into three Short Certificates in Persuasive Communication, Leadership and Negotiation and Technical and Professional Writing. This initiative is well aligned with the College's strategic aspirations to "offer exceptional academic programs that distinguish our graduates as well-rounded leaders".

By employing existing courses and teaching resources in a more accessible form, this change should enhance the attractiveness of the Professional Communication Certificates by reducing barriers to enrollment and offering a more targeted educational experience. As a result, we anticipate that enrollment will increase for both undergraduate students and for practicing professionals seeking continuing professional development.

With initiatives like this, the Ron and Jane Graham School of Professional Development continues to enhance the reputation of the College of Engineering and the University of Saskatchewan, and to differentiate our graduates from those of other institutions.

Please feel free to contact me if you have any questions.

Best regards,

Bruce Sparling, PhD, PEng, FCSCE Professor and Associate Dean Academic



87 Campus Drive Saskatoon SK S7N 5B2 Canada Telephone: 306-966-1000 Fax: 306-966-6464

November 1, 2021

College of Engineering Undergraduate Academic Programs Committee

To whom it may concern,

I am writing this letter in my role as Dean in the College of Kinesiology expressing our support for the redesign of the Certificate in Professional Communication (CPC) program offered by the Ron and Jane Graham School of Professional Development.

Many students in the College of Kinesiology enroll in RCM courses every year and we receive excellent feedback from our students regarding the content and utility of these courses. The College of Kinesiology is looking at expanding opportunities for our students to obtain extra credentials such as various career-related certificates that are offered through colleges such as Engineering and Edwards School of Business.

In particular, we were pleased to see the Certificate in Persuasive Communication, which was presented to us by Debora Rolfes. The focus of this certificate will likely appeal to a number of our students as they prepare for client-facing careers either directly after they graduate or after further professional education in health care. The shorter, three course format will make it easier for our students to incorporate the certificate into their already packed schedule if they wish to pursue this opportunity.

Sincerely,

CUZ

Chad London, PhD Dean College of Kinesiology



university of saskatchewan College of Engineering engineering.usask.ca



FACULTY COUNCIL

AGENDA

November 17, 2021 1:00-2:30pm Virtual meeting (Webex)

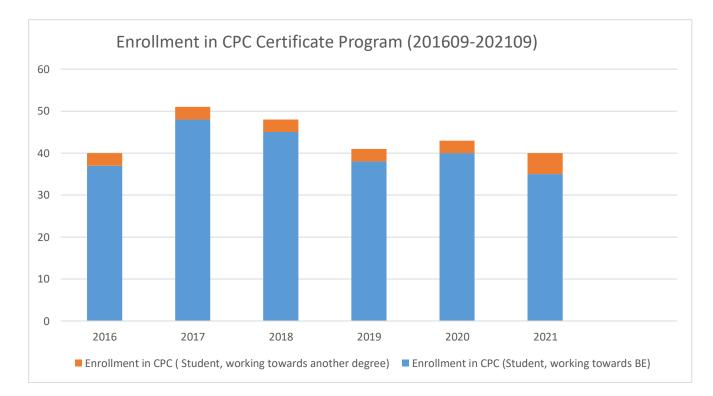
CHAIR:	V. Meda
PRESENT:	A. Abdelrasoul, B. Acharya, S. Alam, O. Baik, E. Bedeer Mohamed,
	D. Beneteau, B. Berscheid, L. Bradford, J. Bugg, T. Cao, W. Chang,
	N. Chowdhury, A. Dalai, A. Elshorbagy, T. Fonstad, J. Frey, H. Guo,
	C. Hawkes, W. Helgason, S. Huang, R. Johanson, R. Karki, G. Kennell,
	S. Ko, 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	Approval of Agenda	
	MOTION: To approve the agenda of November 17, 2021 as circulated.	CARRIED
	Moved: A. Dalai	1 abstention
	Seconded: O. Baik	
2	Approval of Prior Minutes	
	a. MOTION: To approve the minutes of October 5, 2021 as circulated.	CARRIED
	Moved: T. Fonstad	2 abstentions
	Seconded: L. Bradford	
	b. MOTION: To approve the Approval of Graduands minutes of October	CARRIED
	5, 2021 as circulated.	2 abstentions
	Moved: J. Bugg	
	Seconded: C. Hawkes	
3	Items Arising from Prior Minutes	
	a. June 15, 2021: Faculty Council Chair	
	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.	
	NOTICE OF MOTION: 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.	
	<u> </u>	

4	Dean's	Report	
	The Dea	an provided an update on the college's core goals and strategic direction, ng Accreditation, the building renewal project, and the Dean's review.	
5	Introd	uctions	
	There	were no introductions at this meeting.	
5		Moment	
	Counci on carr	I members were reminded to be aware of winter walking safety while npus.	
1	New B	usiness	
	a.		CARRIED
		CARRIED	
	b.	Certificate in Professional Communication Restructuring – D. Rolfes <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.	
		MOTION: To delete the Certificate in Professional Communication effective 202205. Moved: D. Rolfes Seconded: L. Bradford MOTION: To create the Certificate in Professional Communication-	CARRIED
		Persuasive Communication, effective 202205. Moved: D. Rolfes Seconded: B. Sparling MOTION: To create the Certificate in Professional Communication- Leadership and Negotiation, effective 202205.	CARRIED
		Moved: D. Rolfes Seconded: T. Fonstad	

	MOTION: To create the Certificate in Professional Communication- Technical and Professional Writing, effective 202205. Moved: D. Rolfes	CARRIED
	 Seconded: J. Wills MOTION: To approve the following admission requirements for the three new certificates: completed RCM 200.3 or 300.3, or otherwise demonstrate proficiency in English, and 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. 	CARRIED
	Moved: D. Rolfes Seconded: L. Bradford	
C.	 Bioprocessing Option in Chemical Engineering – O. Baik For decision 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. MOTION: 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 	CARRIED 1 abstention
d.	Changes to the Mining Option in Mechanical Engineering – J. Bugg <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	

Year	Enrollment in CPC (Student, working t	Enrollment in CPC (Student,	Total Enrollment
2016	37	3	40
2017	48	3	51
2018	45	3	48
2019	38	3	41
2020	40	3	43
2021	35	5	40



	Program Offered	Indication if Institute offers Short Certificates	
ВС			
University of British Colu	Certificate in Professional Communication	Offers Micro credentials	
University of British Colu	Communication Program		
Capilano University	Communication Studies (Diploma/Bachelor)		
Royal Roads University B	Bachelor of Arts in Professional Communication		
Simon Fraser University	Communication Studies (Bachelor)		
Trinity Western Universit	Corporate Communication (Bachelor)		
Alberta			
Univeristy of Calgary	Communication and Media Studeies	Offers Micro credentials	
Manitoba			
Univeristy of Manitoba	Rhetoric, Writing, and Communications (Major)		
Ontario			
Univerity of Ottawa	Strategic Communication and Change (Certificate)	Offers Micro credentials	
University of Toronto	Career Development and Communication Skills		
	Professional Writing and Communication (Bachelor)		
McMaster	Communication Studies (Bachelor)		
University of Waterloo	Rhetoric, Media, and Professional Communication (Bachelor)		
Western University	Western Certificate in Academic & Professional Communication for International Graduate Students		
York University	Certificate in Technical and Professional Communication	<u>1</u>	
Quebec			
McGill	English for Professional Communication		
New Brunswichk			
University of New Bruns	Communication Studies (Bachelor)		
NovaScotia			
Dalhousie University	Intercultural Communication Certificate		

SK	Program Offered	Indication if Institute offers Microcredentialing
Post Secondary Instituties within	SK	
University of Saskatchewan	Communication Strategy for Succes	Edwards Executive Education
Univeristy of Regina	Communication in Business	Offering Micocredentials
Federeated Colleges		
First Nations Univeristy of Canad	Indigenous Communication & Fine	<u>Arts</u>
Luther College High School	None identified	
Campion College	None identified	
St Thomas More College	None identified	
Affiliated Colleges		
St. Peters College	None identified	
St. Andrew's College	None identified	
Briercrest College and Seminary	None identified	
Horizon College and Seminary	None identified	
Lutheran Thological Seminary	None identified	
College of Emmanuel and St. Cha	None identified	
Polytech		
Saskatchewan Polytechinic	Certificate Programs	Offering Micocredentials
Aborginal and Northern Institution		
Gabriel Dumont Institute	None identified	
Saskatchewan Inidian Institure o	None identified	
Regioal Colleges		
Southeast College	None identified	
North West College	None identified	
Great Plains College	None identified	
Cumberland College	None identified	
Career colleges		
Saskatoon Business School	None identified	
McKay Career Training	None identified	



RCM 400.3 – Rhetorical Theory and the Practice of Persuasion

	Fall 2021
Instructor:	Dr. John Moffatt ENG 2A20.3 (306) 966–2912 john.moffatt@usask.ca
Office Hours:	TBA or by appointment; https://usask.webex.com/meet/gjm613
Lectures: Website:	TR, 10:00-11:20, ENG 1B12 Assignments, solutions, announcements, and other course information will be posted on Canvas. Students are responsible for keeping up to date with the information on Canvas. https://canvas.usask.ca/courses/26005

The Graham School acknowledges 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 this place and reaffirm our relationship with one another.

Description:	RCM 400 is a survey of the aims and scope of rhetoric, the art of persuasion, as it is currently understood and practised. Develops skill in the use and detection of rhetorical devices and methods, including understanding how rhetors adapt to the demands of various audiences; what makes messages effective, engaging and convincing; how situation influences the positioning of a message; and how credibility is established.
Prerequisites:	RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).
Course Reference Numbers (CRNs):	Section 01 – 55555
Textbook:	This course has no required textbook.
Reading List:	Readings will be supplied by the instructor via the course Canvas page.

Learning Outcomes: By the end of the course, students will:

- 1. Become aware of the role of language and how language is used in society for particular ends; in other words, how language is used persuasively, or rhetorically, and how language persuades
- 2. Become acquainted with the discipline of rhetoric
- 3. Develop sensitivity to rhetorical strategies and methods used in texts
- 4. Develop analytical or critical, as well as practical and persuasive, skills through the practice of close reading and basic methods of rhetorical criticism

Assessment:	The methods of assessment and their respective weightings are given below:				
	Assignments (2) :	20%			
	Quizzes (4) :	10%			
	Major Critical Essay: 20%				
	Professionalism:	5%			
	Midterm Exam: 15%				
	Final Exam:	30%			

Class Protocol

- Please have your cell phone off and away during class. If you are expecting an important call, work out an appropriate way to handle the situation with your instructor.
- Ensure you have access to course readings and texts during class, and come prepared with assigned readings completed.
- Arrive to class on time, and avoid wandering in and out of class unnecessarily.
- Participate in class discussions to the extent of your comfort; the lectures provide an opportunity to both discuss and apply your understanding of rhetorical theory.
- If you come across rhetorical objects or artefacts that shed light on ideas discussed in class, consider bringing them with you for discussion.

Professionalism

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance of lectures is key to your success. In RCM 400, 5% of your grade will be based on my assessment of your professionalism as a member of the class. This assessment will be based on a number of factors, including attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor are important to the Graham School, and serves as an opportunity for you to put into practice the communication skills you have learned.

Important guidelines for this transition term:



During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

Throughout the term:

- Protect the pack: Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to "protect the pack", the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- Know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created a webpage where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines https://covid19.usask.ca/about/safety.php#Expectations and knowing what is expected of you throughout the fall term.
- Follow all guidance: Students are expected to follow all guidance provided by the University's Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- Key channels of communication: If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

Grading

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

90 - 100	Exceptional
80 - 89	Excellent
70 - 79	Good
60 - 69	Satisfactory
50 - 59	Minimal Pass

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/



Late Assignments and Extension Policy

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. **Remember that this is a class in professional communication; handle your issues with deadlines in a professional manner.**

Academic Dishonesty

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

Course Content: Schedule to follow

Assignments

You will complete two short written assignments designed to develop and exercise your analytical and rhetorical skills.

Note: All formal written assignments will be submitted in <u>electronic form, as email attachments in</u> <u>Word format</u>. I will use the Review function to put comments and corrections on each assignment before returning it to you with a grade.

Quizzes

The in-class quizzes will consist of short-answer questions or brief analyses of artefacts, to be completed within the allotted time, without the aid of texts or notes. These quizzes are intended to test your grasp of, and ability to apply, concepts studied in the course.

Projects

There will also be a major analysis essay assignment.

Examinations

Midterm Exam

RCM 400.3 Course Outline



The in-class midterm examination will include the analysis of a text or artefact.

Final Exam

There will be a three-hour final examination which will combine elements of the quizzes and formal assignments. The final will include a closed-book section to test your general knowledge; upon completion and submission of that first section, you will receive the second section, the analysis of a text, which you may complete with the aid of your text and notes, should you so choose.

Examination Policies: (if applicable)

- Course notes and textbooks may be used in exams.
- The use of electronic devices, including calculators, phones and watches, with document storage and/or communication capabilities is prohibited during exams.
- Alternate times to write midterm examinations will not be considered except in the case of illness or a conflict with other university related activity.es.
- 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.
- If you intend to register with the office for Access and Equity Services for Students (AES), do so, and inform your professor, in a timely manner.
- 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.

Thursday, Sept 2	First day of classes
Tuesday Sept 17	Last day for making changes in registration for Fall Term and multi-term courses
	(100% tuition credit).
Thursday Sept 30	National Day for Truth and Reconciliation – University Closed
Monday Oct 11	Thanksgiving – University closed
Nov 18-12	Fall Break
TBD	Midterm Exam
Monday Dec 6	Last day of classes
Dec. 7 - 23	Final examination period

Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)
 - Email: esc@usask.ca; Phone: 306-966-5274; https://engineering.usask.ca/contact_info/esc-office.php
- Student Wellness Centre (3rd & 4th Floors, Place Riel): <u>https://students.usask.ca/health/</u>
- Financial Services: <u>https://students.usask.ca/money/</u>
- Access and Equity Services for Students (AES Rm. E1, Administrative Building): <u>https://students.usask.ca/health/centres/access-equity-services.php</u>



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.

Policies on Academic Dishonesty, Academic Appeals and Course Delivery

For more information on what constitutes academic misconduct, please consult the University Council Regulations on Student Academic Misconduct

https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

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, <u>www.usask.ca/secretariat/student-conduct-appeals</u>, and on the University website, <u>http://www.usask.ca/integrity/</u>.

A summary of University of Saskatchewan polices 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

Recording Lectures

The Graham School does not generally allow students to record lectures; if you have questions or concerns regarding this policy, speak with your professor.

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.

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



UNIVERSITY OF SASKATCHEWAN Ron and Jane Graham School of Professional Development college of Engineering

of Student Conduct in Non-Academic Matters", found at the following location: <u>https://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf</u>.

Attribute Mapping:

Instructional Level[‡]

Learning Outcome	Attribute [†]											
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1			Ι				Α	D				
2	D						Α	D				
3		Α					Α	D		D		D
4		А					Α	D				D

[†]<u>Attributes</u>:

- 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.

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.



RCM 401.3 – Oral Rhetoric

Winter 2021				
Instructor(s):	Debbie Rolfes			
	ENG 2A20.1			
	(306) 966-2893			
	debora.rolfes@usask.ca			
Office Hours:	By appointment			
Lectures:	TR, 11:30-12:50, WebEx			
Website:	Assignments, solutions, announcements, and other course information will be posted on Blackboard. Students are responsible for keeping up-to-date with the information on Blackboard.			
	https://bblearn.usask.ca/			

The Graham School acknowledges 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 this place and reaffirm our relationship with one another.

Description: RCM 401 focuses on application of the fundamentals of rhetoric to oral presentations. This is not primarily a course in performance; thus, in addi developing skills in delivery, it will concentrate on applying theoretical understanding in four other areas: understanding and adapting to audien using rhetorical strategies to develop a well-structured, engaging, and convincing message; accommodating to situational constraints; and estable speaker credibility.	ce;
Prerequisites: RCM 300 or 24 credit units of university level courses (including 6 credit units 6 cred	inits of
Course Reference Number (CRN):	
Textbook: This course has no required textbook.	
Reading List: Readings will be supplied by the instructor via the course Blackboard page	е.

Learning Outcomes: By the end of the course, students will be able to:

- 1. Articulate the communicative purpose of professional presentations
- 2. Assess the constraints of the communicative situation
- 3. Balance the sometimes competing needs of audience, message, and speaker



- 4. Establish and maintain professional credibility through appropriate tone, content, and delivery
- 5. Address an audience appropriately at all times
- 6. Develop a logical and well-supported argument
- 7. Identify and suggest remedies to weak or illogical arguments
- 8. Provide substantive and appropriate feedback to peers

Assessment:	The methods of assessment and their respective weightings are given below		
	Speech Strategy Reports:	20%	
	Speeches:	35%	
	Reading Responses and Quizzes:	10%	
	Professionalism:	5%	
	Analytical Report:	10%	
	Final Exam:	20%	

Class Protocol:

- Turn your video camera on during class sessions, especially during speeches, unless you have a reason that you have discussed with me.
- Ensure you have access to course readings and texts during lecture classes, and come prepared with assigned readings completed.
- Arrive to class on time, and avoid disturbing speakers during speech rounds.
- Participate in class discussions to the extent of your comfort; the lectures provide an opportunity to both discuss and apply your understanding of rhetorical theory.
- Provide substantive and meaningful feedback to your peers during the speech rounds, maintaining a professional but honest atmosphere.

Professionalism:

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance at lectures is key to your success. In RCM 401, 5% of your grade will be based on my assessment of your professionalism as a member of the class. This assessment will be based on a number of factors, including attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor and your peers are important to the Graham School, and serve as an opportunity for you to put into practice the communication skills you have learned.



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Attendance:

Part of your responsibility in this course will be to provide an audience for your classmates who are speaking. Attendance is, therefore, mandatory on speech days, and you must be in class on time. **If you are late or absent for any part of any speech round, you will lose 5 marks per incident from your speech mark in that round.** However, each of you may miss one speech day with no penalty. I don't like deducting marks from speeches, but I need to emphasize your obligation to come to class and to be there on time.

Grading:

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

 90 – 100
 Exceptional

 80 – 89
 Excellent

 70 – 79
 Good

 60 – 69
 Satisfactory

 50 – 59
 Minimal Pass

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/

Late Assignments and Extension Policy:

Speech Strategy Reports and Responses to the Readings will receive a grade of zero and will not be marked if they are late. If you miss an assigned speech, you may be allowed to present at another time, if our schedule allows, and if you are able to persuade me that circumstances warrant allowing you to take more of our class time.

For all other assignments, late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. Remember that RCM 401 is a class in professional communication; handle your issues with deadlines in a professional manner.

Academic Dishonesty:

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral - must be the result exclusively of your own effort and be created for this specific section of the class (with the exception that you might chose to recast your RCM 300 speech as



one of your speeches in this class). A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

Course Assignments:

Speeches

You will prepare and present four speeches to the class during this term. Although some constraints will change from speech to speech as we move through the term, the following three elements will always be present:

1) Speech Strategy Report – (form available on Blackboard)

You must prepare a strategy report for each speech. Although each strategy report is only worth 5%, by the end of the term you will have 20% of your final mark invested in these reports. Please take them seriously. The more detailed the information that you provide me, the better feedback I can give you to help you plan your speech.

The strategy report is due, at the latest, 48 hours before you are scheduled to give your speech. Late strategy reports will not be marked. This means that you cannot prepare your speech the night before you give it!

Please submit your strategy reports by email in PDF format. I will provide feedback to you as quickly as possible.

The strategy reports change slightly from speech to speech to reflect the theory that we are focusing on for that speech round. **Be sure that you download the correct strategy report from Blackboard.**

2) Speech

Your speeches will each be worth an increasing amount as the term goes on, valued at 5%, 7%, 8%, and 15%, respectively, for a total of 35%. For the third speech, you will use PowerPoint as an aid for your speech; your fourth speech will be a re-do of one of the three speeches you have delivered already in this course. (You will not be able to use PowerPoint in the fourth round, even if you choose to re-do your third speech.)

The speeches that you will present in this course have the same basic requirements as those you presented in RCM 300:



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General Office 2A20 Engineering Building, 57 Campus Drive Saskatoon SK S7N 5A9 Canada Telephone: (306) 966-7830 Fax: (306) 966-6551

- The speech must be a persuasive speech that proposes a specific action
- The speech must be delivered extemporaneously in five minutes
- You can reference only an outline on either a 3" x 5" card or using the SoPD Speech Preparation app (Speechable) on your iPhone
- You must address the audience in front of you; make sure that they are a rhetorical audience for your exigence
- You must incorporate credible, academic research into your speech
- Following your speech, there will be a ten minute period for questions and feedback

As time is at a premium in this class, it is important that you present your speech on the day that you are scheduled. If an emergency or illness arises, please contact me as soon as possible.

3) Self-Evaluation – (form available on Blackboard)

After every speech, you are expected to reflect on your performance and on the feedback you received from your audience. To guide your reflection, you may use the Self-evaluation forms available on Blackboard. These evaluations are for your benefit only and <u>do not need to be handed in</u>. They have no grade attached. If you do not use the Self-Evaluation form to guide your self-reflection, please develop your own routine to develop the habit of reflecting on your public speaking.

Reading Responses

Over the term, you will prepare four short responses to the required readings. (Readings are available on Blackboard.) These responses will be half a page to a page long, single-spaced and in memo format. The memo is due at the beginning of the class in which we will discuss the reading. No late assignments will be accepted.

Response 1: Due Jan 14

Using Keith and Lundberg, define each of the modes of appeal. Dedicate a well- developed paragraph to each of the modes. **Be sure to properly cite your source.**

Response 2: Due Feb 2

Choose one of the speeches from the first round (other than your own) and assess the success of the speaker in describing a rhetorical exigence. How did the speaker establish the **fact** of the existence of the exigence? How did the speaker establish the audience's **interest** in the exigence? Refer to and cite the Bitzer article to define these terms.

Response 3: Due Mar 2

Write a six-word memoir and submit it to Debbie via email by 4:00 pm Monday. Be sure that your memoir does describe you but does not give away who you are.

Response 4: Choose <u>only one</u> of the following two reading responses and hand it in one the day indicated:



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Due Mar 23

Using Black's The Second Persona, define the following: first persona, second persona, ideology. Explain the following claim by Black: "The critic can see in the auditor implied by a discourse a model of what the rhetor would have his real auditor become" (p 13). Be sure to cite the article appropriately.

Due Mar 25

Using Polanski, give a brief description of the six principles of influence.

Analytical Report

A full consideration of the rhetorical nature of public speaking involves not only preparing presentations that are effectively adapted to your target audience, but also developing skills in analysis of the rhetorical appeals of others.

Pick one of the following readings that we considered this term, describe how the theory developed in that reading pertains to public speaking, and then analyze the rhetorical achievements and progress of one other person in the class, using that theory as a criterion to measure success:

- Bitzer "Functional Communication"
- Black "The Second Persona"
- Festinger "An Introduction to the Theory of Dissonance"
- Packard "The Trouble with People"

Your report should be approximately 1200 words (about 5 pages) and have two main sections, each section with its own heading:

<u>Developing Criteria:</u> The first section will discuss the theoretical model you are using; explain how this rhetorical theory helps us understand effectiveness in public speaking. Establish criteria using this theory that describe a persuasive speech.

<u>Applying Criteria</u>: Then, using those criteria, in a second section, analyze <u>each</u> of the speeches of the peer you have chosen. Comment on whether you see progress over the term in the areas that your criteria describe. What strengths and weaknesses are revealed using this criteria as a measure?

This report should demonstrate your understanding of the rhetorical terms and concepts that we have discussed and practised over the course of the term and, in particular, show a developed understanding of the reading you have chosen to serve as an analytical guide.

Please remember that the purpose of this assignment is to provide an analysis and critique of a peer's work using a specific set of criteria, developed from one of the readings we did in class. I expect you to be fair, to be generous, and to be analytical. Remember what you have learned about argumentation: define your terms by referring to the reading; give evidence for your claims by referring to specific examples from the speaker's speeches. Write in the spirit of constructive assistance.

Report Format:

This report should be double-spaced, about 1200 words (around 5 pages), and stapled together.



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It should have a cover page that displays the course name, the title of your paper, your name, the date the paper is handed in, and your instructor's name.

Append a properly prepared References page that lists all the sources you have used in your paper.

As always, use the SIDCRA format. Include headings and page numbers.

Remember, this is an upper-year university course, so your mark will take in to account your command of the writing situation, including style, grammar, spelling, and mechanics, the report's organization and structure, as well as proper and complete referencing of sources. Proofread your report carefully before you hand it in.

Examination

Final Exam

RCM 401 will have a final exam, which will test your understanding of the theories presented throughout the course, as well as you understanding of how these theories can be applied to rhetorical situations and speeches.

Examination Policies: (if applicable)

- Course textbooks may/may not be used in exams.
- The use of electronic devices, including calculators, phones and watches, with document storage and/or communication capabilities is prohibited during exams.
- 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.

Important Dates:

Monday, Jan. 11 Monday, Jan. 18	First day of classes Last day for making changes in registration for Fall Term and multi-term courses (100% tuition credit).
Monday, Feb. 15	Family Day – University closed
Feb. 15 - 19	Winter Break
Friday, Apr. 2	Good Friday – University closed
Tuesday, Apr. 13	Last day of classes
Apr. 14 - 30	Final examination period



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Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)
 - The ESC offers a number of services specific to the College of Engineering, including academic advising, information regarding academic processes, and acts as a central hub for assisting Engineering students.
 - Email: esc@usask.ca; Phone: 306-966-5274;
 https://engineering.usask.ca/contact_info/esc-office.php
- Student Wellness Centre (3rd & 4th Floors, Place Riel):
 - The Student Wellness Center helps students gain access to resources for their mental, physical, and academic wellbeing. This can include access to resources and information, tools for understanding various wellness issues, and various events to promote wellness.
 - o https://students.usask.ca/health/
- Financial Services:
 - Financial Services can help students with many topics related to money. This includes assistance with tuition and fees, scholarships and awards, budgeting, taxes, and various types of loans.
 - o https://students.usask.ca/money/
- Access and Equity Services for Students (AES Rm. E1, Administrative Building):
 - AES, formerly Disability Services for Students (DSS), works to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity. These accommodations can include exam accommodations (alternate times or spaces to write, additional exam time), notetaking assistance, alternate textbook formatting, new classrooms for your courses, and assistive technology, depending on your individual needs.
 - o <u>https://students.usask.ca/health/centres/access-equity-services.php</u>

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.

Policies on Academic Dishonesty, Academic Appeals and Course Delivery

For more information on what constitutes academic misconduct, please consult the University Council Regulations on Student Academic Misconduct

https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

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



UNIVERSITY OF SASKATCHEWAN Ron and Jane Graham School of Professional Development college of Engineering

Additional policies and procedures related to student conduct and appeals are provided on the University Secretariat website, <u>www.usask.ca/secretariat/student-conduct-appeals</u>, and on the University website, <u>http://www.usask.ca/integrity/</u>.

A summary of University of Saskatchewan polices 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

Recording Lectures

The Graham School does not generally allow students to record lectures; if you have questions or concerns regarding this policy, speak with your professor.

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 <u>http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</u>).

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.

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

Attribute Mapping:

Learning						Attri	bute [†]					
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1		Α					Α	Α				
2		Α					Α	D				
3		Α					Α	D				

Instructional Level[‡]



4	Α			Α	Α		
5	Α			Α	Α		
6	Α			Α	D		
7	Α			Α	Α		
8	Α			Α	Α		

*<u>Attributes</u>:

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.

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.



RON AND JANE GRAHAM SCHOOL OF PROFESSIONAL DEVELOPMENT COLLEGE OF ENGINEERING

RCM 402 (01): Interpersonal Communication & Rhetoric (T1 2016)

Dr. J. Wills 966-5360 Office Hours: Monday 2:30 – 4:00 & by appointment jeanie.wills@usask.ca Engineering 2A20.4

DESCRIPTION

This course is a survey of foundational concepts and theories in interpersonal communication. Topics include the nature of communication, self-concept, face and politeness, ethics, listening, context and situation, human motivation, identity formation, and persuasion. The course will incorporate rhetorical theories and introduce social-scientific theories, and its goal will be to encourage students to think about the dynamic and shifting nature of human interaction, and to develop strategies for managing their own interactions in more effective ways.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS

This course combines theoretical understanding with practical application, focusing on mastery of the interpersonal and relational dynamics of human interaction, particularly in a professional context. The class will be a mixture of discussion and lecture, but is highly interactive. You can expect to participate in several exercises, written and oral, designed to develop your skill in reading and responding to the relational elements in the messages and self-presentation of others. I will take attendance and will test for class content and reading material. I will also expect you to come to class prepared to discuss the readings.

OBJECTIVES

- To develop an understanding of the role of interpersonal-relational dynamics in human interaction
- To improve understanding of human motivation as it informs communication
- To understand the nature of symbolic representation
- To understand the role of situation in creating and managing relationships
- To develop skill in listening and responding to content and relation in messages
- To develop skill in managing interpersonal dynamics in professional communication
- To increase the number of interpretative strategies available in response to interpersonal communication situations

ASSIGNMENT REQUIREMENTS

Regular assignments	15 %
Icon	10%
Icon Strategy report	
Major Report	
Final exam	
Quizzes	
TOTAL	100%

While I hope that you will develop effective communication skills that you can use in your personal life, I will not ask or expect you to share any information that you feel would violate

your privacy. All members of the class will be expected to participate respectfully in the discussions.

CLASS PROTOCOL:

- Attendance is required. If you miss more than 5 lectures without appropriate medical documentation, you cannot receive a grade greater than 48% in this class.
- Missed quizzes **CANNOT** be made up and the grade recorded will be "Zero." All quizzes must be written in class on the day they are scheduled
- DO TURN OFF YOUR CELL PHONE!. (If you are expecting an emergency call, please let me know.)
- !!!! DO NOT TEXT DURING CLASS!!!
- Do come to class prepared to contribute to class discussion: prepare by doing the reading
- Do not disrupt the class by coming in late or wandering in or out during class time.

EXTENSION POLICY

I am not averse to granting extensions *if* you discuss them with me a day prior to assignment deadlines. If you do not hand in an assignment by the deadline, expect a 10% reduction per day. Assignments will be submitted on BlackBoard.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at <u>http://www.usask.ca/university_secretary/dishonesty.shtml</u>> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

USEFUL BACKGROUND

The normal prerequisite for RCM 402 is RCM 300; any other courses in the RCM 400series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

TEXTS

MacLennan, Jennifer. *Interpersonal Communication for Canadians*. Toronto: Oxford UP, 2008. (Available online through the University of Saskatchewan library. (Note: this textbook is not available in the bookstore).

Supplemental material available on Blackboard.



RCM 404 – Leadership as Communication

2018-19 Term 1 (Fall 2018)

Dr. John Moffatt

Email: john.moffatt@usask.ca

Office: 2A20.3 Engineering

Phone: 966-2912

Office Hours: TBA or by appointment

OBJECTIVES

- To understand leadership as a rhetorically grounded mode of communication
- To increase skill in listening and responding to both content and relation in human interaction
- To develop skill in managing the interpersonal dynamics of leader-audience interaction
- To develop skill in recognizing and defusing conflict
- To develop skill in motivating and persuading others

DESCRIPTION

This course studies leadership as communication, and in particular as a form of rhetorical activity. Drawing on both traditional and contemporary scholarship, it will combine theoretical understanding with practical strategies for improving skill across several dimensions of the leadership dynamic: interpersonal, rhetorical, social, ethical, and political. Through reading, discussion, and a variety of practical case studies and exercises, students will be challenged to assess their own understanding and experience of leadership, in order to develop their ability to guide, motivate, and support others toward common goals.

HOURS PER WEEK

METHODS AND REQUIREMENTS

3

BE WHAT THE WORLD NEEDS

Lecture/Discussion

The class will employ a mixture of discussion and lecture, combined with demonstration and analysis of leadership communication skills through practical exercises, conducted individually and/or in groups. You can expect to participate in the discussion of a number of case studies designed to develop your ability to recognize and respond to issues that confront leaders in managing and interaction with others. Your instructor will take attendance and will test for class content in regular quizzes and on exams. You will be expected to come to class prepared.

Written Assignments

You will complete three written assignments designed to develop and exercise your analytical and rhetorical skills. There will also be a major analysis essay assignment.

Note: All formal written assignments will be submitted in <u>electronic form, as email attachments in Word</u> <u>format</u>. I will use the Review function to put comments and corrections on each assignment before returning it to you with a grade.

Quizzes

The in-class quizzes will consist of short-answer questions, to be completed within the allotted time, without the aid of texts or notes. These quizzes are intended to test your grasp of, and ability to apply, terms and concepts studied in the course.

Final Examination

There will be a three-hour final examination which will combine elements of the quizzes and formal assignments. The final will include a closed-book section to test your general knowledge, with short answer and matching sections; upon completion and submission of that first section, you will receive the second section, the analysis of a text, which you may complete with the aid of your text and notes, should you so choose.

REQUIREMENTS

TOTAL	100%	
Final Exam		<u>25%</u>
Professionalism	5%	
Final Course Project		20%
Quizzes (4)		10%
Mid-term test (in-class; open-book)		10%
Regular assignments (3 x 10%)	30%	

PROFESSIONALISM

5% of your grade will be based on the instructor's assessment of your professionalism as a member of the class. In this context, professional practice includes attendance, attentiveness (see "Class Protocol below"), punctuality, and general courtesy, as well as effective management of all coursework, including both formally assigned and graded work, and informal classroom exercises.

CLASS PROTOCOL

- TURN OFF YOUR CELL PHONE during class time.
- Bring your course text and materials.
- DO NOT disrupt the class by coming in late, chatting, texting, reading the paper, doing homework for other courses, or wandering in or out during class time.
- Be aware that even if I can't actually see you surfing the net or Facebooking from the front of the room,
 I can see the people around you who are distracted by your behaviour.
- Feel free to contribute <u>relevant</u> media items, personal experiences, or other rhetorical-leadership situations to class discussion.

EXTENSION POLICY

Late written assignments will be deducted 10% for each day they are overdue. Extensions will only be granted if you consult with me **before the due date**. If you are having problems with your assignment, please see me earlier rather than later.

USEFUL BACKGROUND

The normal prerequisite for RCM 404 is RCM 300; any other courses in the RCM

series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), and Bitzer's concept of the rhetorical situation. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort.

A confirmed plagiarism will result in an immediate "0" for the assignment and your case

will be pursued to the full extent of university policy. The policy allows for additional

severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you are uncertain what plagiarism is, you should acquaint yourself with the university's policy and definition online at:

http://www.usask.ca/integrity/be-responsible1.php and

http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach or guess at whether or not your action constitutes plagiarism. PLEASE come to see me. I will be happy to help you with any part of the course which is troubling you.

TEXTS

Grint, Keith. Leadership: A Very Short Introduction. Oxford: OUP, 2010.

Other readings/materials will be supplied by the instructor via the class Blackboard page.

SCHEDULE OF ASSIGNMENT DEADLINES

(Note that all deadlines fall on Thursdays.)

Sept 13 Quiz 1 Sept 20 Assignment 1 due Sept 27 Quiz 2 Oct 4 Assignment 2 due Oct 18 Midterm Oct 25 Quiz 3 Nov 1 Assignment 3 due Nov 22 Quiz 4 Dec 6 Final Assignment due

RCM 404 FALL 2018 SCHEDULE

The following is an overview of what we will be doing in the course; I will, however, reserve the right to make alterations to this schedule to accommodate the progress and needs of the class.

Week	Tuesday	Thursday
1 Sept 6	No class	Introduction; leadership and rhetoric
2 Sept 11-13	Rhetorical theory review; rhetorical theory and leadership	Quiz 1
3 Sept 18-20	Rhetorical theory and leadership (cont'd)	Assignment 1 due
4 Sept 25-27	Burkean rhetorical theory and Leadership	Quiz 2
5 Oct 2-4	Grint chapter 1 What Is Leadership?	Assignment 2 due
6 Oct 9-11	Chapter 2: What Isn't Leadership?	
7 Oct 16-17	Grint Chapter 3: What Was Leadership: Plato and Sunzi	Midterm (Thursday)

8 Oct 23-24	Grint Chapter 4: Are leaders born or bred? Grint Chapter 5: Who are leaders?	
9 Oct 30-Nov 1	Grint Chapter 6 How do leaders lead?	Quiz 3
10 Nov 6-8	Development levels; contingency theory Grint Chapter 7 What about the followers?	Assignment 3 due
11 Nov 13-15	Reading Week	Reading Week
12 Nov 20-22	Rhetoric of Transactional and Transformational Leadership	Quiz 4
13 Nov 27- 29	Grint Chapter 8: Do we need leaders?	
14 Dec 4-6	Conclusions	Final Examination Review Final Assignment Due
Dec 8		Final Examination 2pm ENG 1B12



	Fall 2020	
Instructors:	Debbie Rolfes	Corey Owen
	ENG 2A20.2	ENG 2A20.5
	(306) 966-2893	(306) 966-1855
	debora.rolfes@usask.ca	corey.owen@usask.ca
	https://usask.webex.com/meet/debora.rolfes	https://usask.webex.com/meet/corey.ower
Office Hours:	By appointment	
Lectures:	Class will meet synchronously for the mo Meeting times will be decided based on a students.	
Website:	Assignments, announcements, and other co Blackboard. Students are responsible for ke Blackboard.	*
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RCM 495.3 – Rhetorical Peer Mentorship

Description: Students, working in groups, will be assigned to RCM 300 sections to conduct mock job interviews and to propose a project to develop, from this experience, a community of practice to mentor students in public speaking. Students will implement (at least partially) their project, write a report that uses the course theory to analyze their project, deliver a PowerPoint presentation on the report, and participate in peer assessment of drafts of assignments and completed work. Projects will include mentoring students in RCM 300. In addition, students will be responsible for preparing and presenting a seminar on selected readings.

- Prerequisites:3 credit units from RCM 400, RCM 401, RCM 402, RCM 404, RCM 406, RCM
407, RCM 408, RCM 409, and RCM 410.
- **Co-requisites:** 6 additional credit units from RCM 400, RCM 401, RCM 402, RCM 404, RCM 406, RCM 407, RCM 408, RCM 409, and RCM 410.



(CRNs):

Textbook: This course has no required textbook.	
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Reading List: Readings will be supplied by the instructors via the course Blackboard page.

Learning Outcomes:

By the end of the course, students will be able to:

- 1. Understand rhetorical and learning theory as it applies to professional communication
- 2. Apply these bodies of theory in group-work and in mentoring situations
- 3. Exhibit peer-mentoring skill
- 4. Work effectively and efficiently in collaborative professional environments
- 5. Exhibit advanced oral and written communication skills
- 6. Synthesize research in peer-mentoring and use it to analyze a mentorship project

Assessment: The methods of assessment and their respective weightings are given below:

Seminar Discussions:	5%
Project Proposal:	10%
Annotated Bibliography:	5%
Progress Report:	10%
Final Report:	40%
Final Presentation:	20%
Peer Assessment:	10%

Class Protocol:

- Ensure that you have access to WebEx during scheduled synchronous meeting times.
- Ensure you have access to course readings and texts during class, and come prepared with assigned readings completed or drafts of assignments prepared.
- Arrive to class on time.
- Participate in class discussions to the extent of your comfort.
- Treat your group meetings with the professionalism you mean to bring to your career.

Professionalism:



UNIVERSITY OF SASKATCHEWAN Ron and Jane Graham School of Professional Development college of Engineering

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance in seminars is key to your success. While there will be no specific weighting assigned based on your professional conduct in this course, your project will be founded upon establishing professional relationships; it will be important for you to carry yourself in a professional and respectful manner. Appropriate conduct includes factors such as your attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor and your group mates are important to the Graham School, and serve as an opportunity for you to put into practice the communication skills you have learned.

Grading:

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

90 - 100	Exceptional
80 - 89	Excellent
70 – 79	Good
60 - 69	Satisfactory
50 - 59	Minimal Pass

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/

Late Assignments and Extension Policy:

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. **Remember that RCM 495 is a class in professional communication; handle your issues with deadlines in a professional manner.**

Academic Dishonesty:

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which



allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at <u>https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php</u>

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see us. We will be happy to help you with any part of the course that is troubling you.

Assignments

Seminar Presentations (5%)

You will be assigned one of the readings to prepare and present in class. Your job is to understand the material well enough that you can explain it to your classmates and suggest some ways that the theory may be applicable to the mentorship projects we are designing and implementing.

You will be expected to do the following:

- Summarize the article and provide written notes for classmates
- Identify the major points in the article that relate to our mentorship projects
- Apply the theory learned in the article to the mentorship projects

On the day of discussion for each article, each group will be expected to be able to discuss their project in relation to the theoretical framework that the author explores.

Proposal (10%)

In a semi-formal report (using full block format) of about five pages, write a proposal describing the project that your group wishes to develop. Include the following sections:

- Introduction
 - Provide an overview of the proposal
 - Identify the scope of the proposal
- Background/Exigence
 - What is the situation that has led to the exigence?
 - How significant is the problem?
- Proposed Project
 - Develop a plan to address the exigence
 - Describe the method you will use
 - Describe how you will encourage mutual engagement, shared repertoire, and accountability to the enterprise
 - Provide a schedule
 - o Identify any ethical issues that you may have to consider
- Costs and Budget
 - What will you have to invest to make the project work?
 - Don't forget the investment of time
- Roles and Duties



- Assign duties to each group member
- Establish the qualifications of each member to take on the assigned role
- Benefits
 - o Describe what you hope to achieve beyond solving the exigence

Annotated Bibliography (5%)

Prepare an annotated bibliography of articles or books that could be helpful in developing your project, in which you summarize the arguments of at least **ten** sources, other than readings required for this or for RCM 300. Be sure that the sources your consult are proper peer-reviewed academic ones.

Bring copies of your bibliography to class on the due date; each group should be prepared to highlight two or three of the sources, describing how they will be used to develop the project and final report.

If you are unsure about how to compose an annotated bibliography, do consult the following URL: http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography.

Progress Report (10%)

In a semi-formal report of **three** to **five** pages, describe the progress of your project.

In particular, you should discuss the following:

- The objectives you've achieved so far
- The objectives you've yet to achieve, and when you plan to do so
- Any challenges you've encountered while developing your project
- Any modifications you've made to the project, and why you've chosen to do so
- If necessary, revise your description of the exigence

Final Report (40%)

In a formal report of **twelve** to **fifteen** pages (double-spaced), analyze the project that you undertook for this class.

Analyze the project that you designed and, if applicable, implemented using the theory from the readings from class and your annotated bibliography, as well any additional sources you find useful.

- What exigence did you identify? How did you decide on the audience you would address? What facts and interest did you use to persuade the audience of the exigence?
- Use the theory we studied in class as well as some of the sources identified in your working bibliography to explain your choices.
- In what ways did your project establish a community of practice?
- In what ways did the people in RCM 495 establish a community of practice?
- How were mentorship and/or apprenticeship enacted in your project?
- Assess the success of your project in terms of how your audience was (or will be) helped with the exigence and in terms of how your own learning developed.
- Assess the success of your project in terms of how your understanding of rhetorical theory changed or deepened through this project.
- Develop recommendations for groups that might undertake this project in future Rhetorical Peer Mentorship classes.



Your report will be added to a database made available to future students of RCM 495, to guide their projects.

PowerPoint Presentation (20%)

In a presentation of 20 minutes (plus or minus two minutes), report your findings to the class. Every group member should have a turn presenting.

Peer Assessment (10%)

Each member of a group will assess the participation and contribution of the members of his or her own group.

Important Dates:

Thurs., Sept. 3	First day of classes
Thurs., Sept. 17	Last day for making changes in registration for Fall Term and multi-term courses
	(100% tuition credit).
Mon., Oct. 12	Thanksgiving – University closed
Nov. 9 - 13	Fall Break
Mon., Dec.7	Last day of classes
Dec. 8 - 23	Final examination period

Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)
 - The ESC offers a number of services specific to the College of Engineering, including academic advising, information regarding academic processes, and acts as a central hub for assisting Engineering students.
 - Email: esc@usask.ca; Phone: 306-966-5274; https://engineering.usask.ca/contact_info/esc-office.php
- Student Wellness Centre (3rd & 4th Floors, Place Riel):
 - The Student Wellness Center helps students gain access to resources for their mental, physical, and academic wellbeing. This can include access to resources and information, tools for understanding various wellness issues, and various events to promote wellness.
 - o <u>https://students.usask.ca/health/</u>
- Financial Services:
 - Financial Services can help students with many topics related to money. This includes assistance with tuition and fees, scholarships and awards, budgeting, taxes, and various types of loans.
 - o <u>https://students.usask.ca/money/</u>
- Access and Equity Services for Students (AES Rm. E1, Administrative Building):
 - AES, formerly Disability Services for Students (DSS), works to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity. These accommodations can include exam accommodations (alternate times or spaces to write, additional exam time), notetaking assistance, alternate textbook



formatting, new classrooms for your courses, and assistive technology, depending on your individual needs.

o <u>https://students.usask.ca/health/centres/access-equity-services.php</u>

Safety

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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 <u>http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</u>).

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.

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.

Attribute Mapping:

Instructional Level[‡]

Learning	Attribute [†]											
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1						Ι	Ι	Ι				Ι
2						А	А	Α			А	А
3						А	А	Α			А	А
4						А	А	Α			А	А
5						Α	Α	Α				
6							Α	Α				Α

[†]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.

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.

Professional Communication

Certificate in Professional Communication<u>-Persuasive</u> Communication (CPC-PC)

The Certificate in Professional Communication<u>– Persuasive</u> –(Communication (Cert.(CPC-PC)) program is a degree-level certificate program that prepares students for a professional career by cultivating communicative judgment in professional practice. The program consists of six courses (18 credit units). All courses within the program have a rhetorical foundation and are delivered by the School of Professional Development, College of Engineering. In addition to learning the theoretical foundations of persuasive communication, students will gain skill in both written and oral formats, as well as in interpersonal team or leadership contexts. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the *Ron and Jane Graham School of Professional Development, College of Engineering.*

Registration in the Certificate in Professional Communication- Persuasive Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM 400.3 and RCM 401.3, as well as one of RCM 402.3, RCM 404.3, or RCM 495.3.

Registration into the Certificate in Professional Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program.

The prescribed schedule for courses required to earn the Certificate in Professional Communication is flexible; however, students are encouraged to complete <u>RCM</u> <u>400.3</u> Rhetorical Theory and Practice of Persuasion before other RCM 400-level courses. Finally, students are required to complete <u>RCM 495.3</u> Rhetorical Peer Mentorship as a capstone course.

Course Information

All required courses in the Certificate in Professional Communication<u>- Persuasive</u> <u>Communication</u>-(CPC<u>-PC)</u> program are offered on an annual basis during the Fall Term and/or Winter Term. While most elective courses are also offered on an annual basis, due to resource limitations, the School of Professional Development, College of Engineering, may not offer every elective course. Select courses may be offered during the Spring Term and Summer Term.

In its current form, all courses in this program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the **Dynamic Schedule** or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Certificate Requirements (18_9-credit units)

Required Courses (69 credit units)

- RCM 400.3 Rhetorical Theory and Practice of Persuasion
- RCM 401.3 Oral Rhetoric
- RCM 495.3 Rhetorical Peer Mentorship

Elective Courses (<u>39</u> credit units)

Student must select and complete one of the three of the following courses:

- RCM 402.3 Interpersonal Communication and Rhetoric
- RCM 403.3
- <u>RCM 404.3</u> Leadership as Communication
- <u>RCM 406.3</u> Studies in Communication Series
- <u>RCM 407.3</u> Rhetorical Editing
- <u>RCM 408.3</u> Rhetorical Composition Writing for the Public
- RCM 409.3 Negotiation as Rhetorical Practice
- <u>RCM 410.3</u> Rhetoric of Science and Technology
- <u>RCM 498.3 Special Topics</u>RCM 495.3 Rhetorical Peer Mentorship

Admission Qualifications

Regular Admission

- Completed at least 60 credit units of post-secondary studies
- 60% average in the most recent 18 credit units of completed coursework
- Completion of RCM 200 Effective Professional Communication (formerly RCM 300), or an approved equivalent demonstrate proficiency in English.
- Proficiency in English.

Selection Criteria

- Regular Admission: Academic average 100% weighting
 - Competitive ranked admission (top down average) is in place to manage enrolment in the college.
 - Average is calculated on a minimum of 18 CUs most recently completed or an overall average.

Categories of Applicants

Regular Admission

Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

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.

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

Certificate in Professional Communication - Persuasive Communication [CPCM - Cert in Prof Comm-Pers Comm] - 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?

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:

CPCM - In Cert in Persuasive Comm - suggested Banner code and description

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

Engineering [EN]

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.

PRCO [Professional Communication] - suggested Banner code and description

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

Yes	Х	No	
Yes		No	Х

Yes X No

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

1 Is this a new program?

Is an existing program being revised?

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

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

Certificate in Professional Communication - Persuasive Communication [CPCM - Cert in Prof Comm-Pers Comm] - suggested Banner code and description

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

Certificate in Professional Communication - Persuasive Communication [CPCM - Cert in Prof Comm-Pers Comm] - suggested Banner code and description

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

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

Engineering [EN] / School of Professional Dev [SPD]

6 Is this a replacement for a current program?

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

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

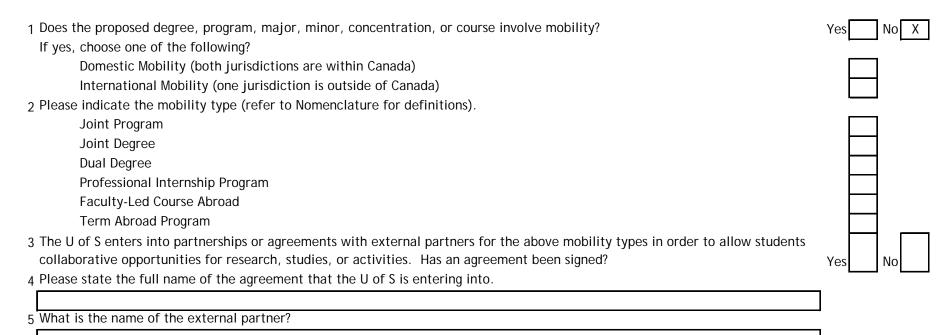
9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Yes	Х	No	
Yes		No	Х

Yes No X

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.



6 What is the jurisdiction for the external partner?

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

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

No X Revised Yes

No X Revised Yes

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.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

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

No

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

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

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

If NO, please describe.

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

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 except as noted below

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

Yes, through the centrally-administered online application

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

YYYY09 and YYYY01

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

June 30 for the YYYY09 term and November 15 for the YYYY01 term

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?

Yes

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.)

Students will be competitively ranked (based upon average)

Must meet two criteria:

1 - must have completed RCM 200.3 or 300.3 or demonstrate proficiency in English

2 - must have completed 60 cu's of post-secondary studies

Average is calculated on a minimum of 18 cu's most recently completed or an overall average for undergraduate students. For graduate students, look at overall average.

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?)

Admissions Office

- 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 X 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). \$6,828.30

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 Spring Convocation 2023

4

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

25 - 30 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)?

If YES, what and by what date?

Yes No X

Yes X No

Section 12: Registration Information

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	
Will students register themselves?	Yes X No
If YES, what priority group should they be in?	
As per current set-up	
Section 13: Academic History Information	
Will instructors submit grades through self-serve?	Yes X No
Who will approve grades (Department Head, Assistant Dean, etc.)?	
As per current set-up	
Should classes count towards T2202s?	Yes X No
Section 15: Awards Information	
Will terms of reference for existing awards need to be amended?	Yes No X
If this is a new undergraduate program, will students in this program be eligible for College-specific awards?	

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

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?	7	
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? If yes, will they be able to complete the program?	Yes	No
	Т	
5 If not, what alternate arrangements are being made for these students?	J	
6 When do you expect the last student to complete this program?	J	
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	Х		
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, TC07	1		
3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	,		
	1		
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.)	•		
Standard undergraduate tuition			
9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	1		
Yes	l		
10 Do standard cancellation fee rules apply?	1		
Yes	j		
11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	1		
No] _		·i
12 Are you moving from one tuition code (TC) to another tuition code?	Yes	No	X
If YES, from which tuition code to which tuition code?	1		
	l		
13 Are international students admissible to the program? If yes, will they pay the international tuition differential?	1		
Yes, will 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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

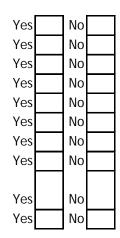
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





Archived: Monday, November 29, 2021 12:34:48 PM From: <u>Warrington, Seanine</u> Sent: Thu, 25 Nov 2021 16:35:25 To: <u>Beck, Jennifer Isinger, Russ Bruce Sparling (AD Academic, Engineering)</u> Cc: <u>Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda</u> 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 To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>; 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>
Sent: Wednesday, November 24, 2021 2:57 PM
To: Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>
Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Storey, Amanda
<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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

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

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

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>> wrote:

2

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: <u>engr.academicdean@usask.ca</u>



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From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Sent: Wednesday, November 24, 2021 12:19 PM
To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering)
<<u>engr.academicdean@usask.ca</u>>
Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eeileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>
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.



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

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> 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:

CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)

					Α	cademic Year					
		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenue											
Tuition revenue:											
Total # of domestic students (headcount)		45		55		65		75		85	Increase in Enrollment of 10 studen
Domestic tuition rate	\$	2,276.10	\$	2,367.04	\$	2,461.72	\$	2,560.18	\$	2,662.58	Based on 758.70/course (3 cu) (202
Total tuition revenue - domestic	\$	102,424.50	\$	130,187.20	\$	160,011.80	\$	192,013.50	\$	226,319.30	
Total # of international students (headcount)											Current CPC short certificates does
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)											
Total Revenue	\$	102,424.50	\$	130,187.20	¢	160,011.80	4	192,013.50	4	226,319.30	
	ð	102,424.30	•	130,107.20	þ	100,011.00	ð	172,013.30	ð	220,317.30	
Expenditures											
Start-up costs	\$	-		n/a		n/a		n/a		n/a	
Salary and benefits:											
Faculty	\$	83,409.10	\$	85,097.18	\$	86,798.94	\$	88,534.91	\$	90 305 60	2% increase in salary/year
Sessionals or limited term instructional support	Ŷ	00,107.10	Ψ Ι	00,077.10	Ŷ		Ŷ	00,001.71	Ŷ	70,000.00	
Students											
Staff											
Honoraria											
Total salary and benefits	\$	83,409.10	\$	85,097.18	\$	86,798.94	\$	88,534.91	\$	90,305.60	
Scholarships and bursaries	\$	-									No Scholarships are offered for cert
· · · · · · · · · · · · · · · · · · ·											•

Comments ent/year 020-21) Avg increase in tution by 4% es not target International Students ertificate programs

Marketing and promotion	\$ -					Marketing and Promotion will not i
Materials and supplies	\$ -					None identified
Travel	\$ -					None identified
Equipment and IT	\$ -					None identified
Other costs (list in Comments)	\$ -					None identified
Total Expenditures	\$ 83,409.10	\$ 85,097.18	\$ 86,798.94	\$ 88,534.91	\$ 90,305.60	
Estimated Surplus or Deficit	\$ 19,015.40	\$ 45,090.02	\$ 73,212.86	\$ 103,478.59	\$ 136,013.70	If deficit in any given year, explain l

*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: A combined budget for the CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)) is attached. Since one certificate will not be offered without the other, only 1 Budgetary and Financial Implications (Master Worksheet) is attached for all 3 proposals

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.

t incur additional costs.

in how it will be managed



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

<u>Requirements</u>: Itemize start-up costs for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities

Instructions:

1. Areas shaded in <u>grey</u> denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN),

	Academic Year						
	Year 1	Comments					
Start-Up Costs							
Faculty and staff recruitment	\$-	None identified					
Marketing and promotion		Program is advertised to prospective students by inviting CPC certificate graduates to attend and talk to some 1st and 2nd year classes. No other significant resource is required.					
	ъ -						
		Program is currently offered as a CPC Certificate, which is being discontinued; all					
Curriculum development	\$-	the courses from the CPC are being repurposed for these Short Certificates.					
Facilities refurbishment	\$-	None identified					
Equipment and IT	\$-	No additional IT/Equipemnt Needed					
Library enhancements	\$-	None identified					
Other (list in Comments)	\$ -						
Total Start-Up Costs	\$-						

<u>Notes:</u> The 6- course CPC Certificate was developed in 2007. With this new proposal, we will break the CPC into 3 short certificates, each that with different focus areas. Since the resources are already in place, there are no additional start-up resources required.

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.

Committee of Council.



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

<u>Requirements</u>: Provide detailed information to support the financial information noted in the worksheets. Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities Committee

Name of Program:

CPC Short Certificates

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 Short Certificates of Professional Communication will provide opportunities for further study for students in Engineering, Agriculture and Bioresources, and Kinesiology who have taken RCM 200 Effective Professional Communication. RCM 200 is a required course for all Engineering students, many Agriculture students, and an elective course in Kinesiology. Senior level courses in the Certificates are elective courses in some programs in Engineering and Agriculture. The Short Certificates will attract students who enjoy our senior level courses and welcome the opportunity to take on or two more courses to complete a short Certificate.

The short Certificates will also be available to students from across campus or to people in industry who wish to upgrade their communication skills

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.

No new faculty members will be recruited. The CPC Short certificates will be made up of courses that are already offered as a part of the College of Engineering curriculum. There will be no new faculty hired or course development needed.

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?).

The CPC short cCertificates will be offered synchronously and in-person. No additional support is required. Should we need to move to remote delivery, no new support is needed because these courses have been offered remotely during Covid-19 restrictions in 2020-21.

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.

These short Certificates are made up of courses that already exist as part of the curriculum in the Colleges of Enginering and Agriculture and Bioresources. Should we not get the expected enrolment in the Short Certificates, most of the courses would continue to be offered because they are electives in several programs in each college. We might decrease the frequency of the offering of some courses and perhaps cancel one or two courses that are not listed as electives in other programs.

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.

College of Engineering Salary Review

School of Professional Development

For the Period Ended September 30, 2021

For the fiscal year May 1, 2021 through April 30, 2022

Org Code:

1342

Name	Employment Group	Annual Budget	or CPC short certif	otal Expenditure SB for C	I
Moffatt, John	Faculty	173,345.00	0.1	17334.5	0.4 FTE for Teaching, out of 4 courses with 25 students each, 5 ar
					Teaching accounts for 40% of workkload of the 1 FTE. 1.5 c
Rolfes, Debbie	Faculty	174,094.00	0.15	26113.5	course (which is shared with Corey as co instructor)
Urquhart, Burton	Faculty	78,108.00	0	0	
Bennetch, Rebekah	Faculty	127,828.00	0.1	12782.8	Teaching accounts for 80% of 1FTE. Teaches 7 courses, capped a
					1 FTE for teaching, Teaches 5 courses per year—three sect taught (in alternating years). I estimate 6 or 7 of the studer
Owen, Corey	Faculty	138,266.00	0.1		on the year; I believe all of them are in the CPC
Wills, Jeanie	Faculty	133,517.00	0.1	13351.7	0.4 FTE for Teaching, out of 4 courses with 25 students each, 5 ar
				83409.1	

Column1

are CPC short certificate students. Total FTE calculated for estimat of contribution to the CPC short sertificates 0.1 5 courses associated with the CPC, capped at 20 and 25. On average 10 students in full course are CPC students and 15 are in the half

at 22 students. It is estimated that 10 are CPC students of all the courses taught ctions of RCM 200, RCM 408 or 410, and RCM 495 (w/ Deb). RCM 408 and 410 usually has roughly 12-14 students each time they are lents in each class are in the CPC (often they are they same students). RCM 495 has anywhere from roughly 7-16 students, depending

are CPC short certificate students. Total FTE calculated for estimat of contribution to the CPC short sertificates 0.1



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Professional Communication- Technical and Professional Writing

Degree(s): Undergraduate Degree Level Certificate

Field(s) of Specialization: Professional Communication

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Burton Urquart, CPC Chair, Ron and Jane Graham School of Professional Development, burton.urquhart@usask.ca, 306 966 5386 Proposed date of implementation: September 2022

Proposal Document

Academic justification:

Motivation

The School of Professional Development, College of Engineering has been offering credentials in Professional Communication in the College of Engineering since 2007. The School's original Professional Communication Option (PCO) was sponsored and created in response to industry demand for employees who were effective at communicating not only with colleagues and management within their own organization, but also with clients, government agencies, and the general public. Student demand for increased recognition of the credential, a need for improved marketability, and the possibility of delivering the program to non-traditional markets led to the PCO's conversion into a Certificate of Proficiency program, the Certificate in Professional Communication (CPC), which was established in 2016. The proposed restructuring of the CPC will convert the current Certificate into three Short Certificates in

- Persuasive Communication (CPC-PC)
- Leadership and Negotiation (CPC-LN)
- Technical and Professional Writing (CPC-TPW)

This restructuring is intended to further facilitate student access to formal credentials in these areas. The CPC provided students with the option to complete the program post-graduation if they so desired, and also opened the credential to students from across the campus, as well as to practising professionals. 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 focussed 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. Making the content of each Certificate apparent will thus allow the School of Professional Development to strengthen its presence as a provider of professional development services in the local market. By clearly signalling the nature of a given credential to industry audiences, the SoPD can draw attention to the training we offer, creating opportunities to investigate delivery of further professional development programming to public and private-sector organizations, which in turn will generate additional revenues to sustain current operations and explore new ones. The same transparency of content will also assist in marketing the Certificates to students in other Colleges and units at the University, especially those focussed on preparing students for specialized participation in professional and public life.

Given that the program will continue to be primarily targeted towards full-time undergraduate students, courses will be delivered during normal business hours. The School of Professional Development has already gained experience in delivering training in these areas to professionals, and will continue to research and identify effective alternative course delivery methods, to better stimulate and satisfy a demand for meaningful credentials in professional communication.

Strategic Alignment

College:

As articulated in the CoE's 2018-2025 Strategic Plan, the college's guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The SoPD's Short Certificates support these principles with innovative programming that focusses on transformative learning. Transformative learning fosters innovation as students begin to understand the relevance of rhetorical study to their education, careers, professionalism, and personal development. All three Certificates emphasize the significance of communicating professional ethos so that students learn how communication builds community and relationships, fosters collaboration and innovation, and enables personal and professional success. While the primary objective of the Short Certificates is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of

communicating in a professional environment, the three Certificates allow undergraduate students to choose an area of communication focus that will not only develop their technical and professional communication skills, but also their relationship-building skills. These skills are built on a fulcrum of respect for an audience. The Certificates deliver immediate value for the students, who often see overarching improvements in how their communication is received and acted upon by their audiences. As is evidenced by the environmental scan, this academic curriculum is innovative because it marries theory and practice and provides undergraduate students with a foundational knowledge about professional communication and persuasion, but perhaps more importantly, it prepares them to take part in and to shape public discourse as both rhetors who engineer messages, and audiences who listen critically and with compassion.

University:

The University Plan 2025 has been given "the name nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif which translates as 'Let us lead with respect'. The Short Certificates, with their focus on professional ethos, align with the heart of the university's plan. Each of the streams teaches the need to respect the audiences of our messages and to build common ground. Because collaboration in 2022 means working with varied stakeholders, across cultures, industries, and disciplines, the interdisciplinary nature of the SoPD's Short Certificates will demonstrate to students how collaborations and coalitions are built through careful communication.

Environmental Scan Comparable Programs within Saskatchewan and Canada

Since 2016, the Certificate in Professional Communication (CPC) programme has focussed on preparing students for a professional career by cultivating sound communicative judgment in professional practice in both academic and industrial contexts, strengthening their public speaking, persuasion, negotiation, technical writing, and leadership abilities. This programme is unique, in that it was designed to allow students to graduate with the kind of training in communication that practicing professionals traditionally have had to pursue after they have entered the workforce. This emphasis on undergraduate education, which approaches key dimensions of professional communication as applicable across a range of professions, has distinguished the CPC from superficially similar programmes such as UBC's Certificate in Professional Development, which explicitly targets audiences who already have a degree.

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the reconstitution of the *Certificate in Professional Communication* as three distinct Short Certificates in *Persuasive Communication* (CPC-PC) *Leadership and Negotiation* (CPC-LN), and *Technical and Professional Communication* (CPC-TPC) should generate little to no curricular duplication within the province. As with the existing CPC programme, the Short Certificates deliver **for-credit courses** providing academic credentials to undergraduate students, which can also serve as professional development

credentials to other clients. None of the other communication-based programmes in Saskatchewan, or in Canada as a whole, provide Short Certificates for academic credit.

An environmental scan of post-secondary education institutions across Canada (university-level only) found only three institutions offering micro-credentials, as opposed to academic Short Certificates, in fields related to professional communication.

University of British Columbia-Okanagan's *Letter of Proficiency for Critical Skills for Communications in the Technical Sector* is a non-credit credential, requiring the completion of 8 modules. The University of Calgary offers "embedded Certificates" in Leadership Studies and Entrepreneurial Thinking (https://www.ucalgary.ca/pubs/calendar/current/embedded-Certificates.html) which are open to undergraduate students, but are not Short Certificates, having sizeable course requirements (12-18 units). Other graduate Certificates and "stackable Digital Badges" are similarly non-credit and are not offered to undergraduate students.

The University of Ottawa offers micro-credentials in Workplace Writing, in Communication and Marketing, and in Strategic Communication and Change Management. However, these courses have heavier core course + elective requirements (5 to 7 or more core courses, plus one elective. These credential are offered through U of O's Professional Development Institute, and, again, are not intended to accommodate undergraduate students.

(For further information on related and/or comparable programs within Canada, please see Appendix)

Competitive Advantage

The proposed Short Certificates in Professional Communication have a competitive advantage in being of value both for undergraduate students taking the courses for credit, and for professionals seeking training in specific skills. These Certificates' strength lies in their rigour as an academic programme. Each Short Certificate features a suite of three full-term credit courses, taught by fully qualified Graham School faculty who have demonstrated records in teaching and research. Moreover, the courses explore complementary facets of a unified theoretical approach grounded in the traditions of rhetorical communication, which allows students to establish a solid foundation for ongoing assessment and improvement of communication practice as they experience it in their careers.

Admissions

Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the Certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions

will hopefully continue to receive and process program applications based upon admission criteria stipul ated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet two criteria: 1) they must have completed RCM 200.3 or 300.3, or demonstrate proficiency in English, 2) have completed at least 60 credit units of post-secondary studies. Average is calculated on a minimum of 18 CUs most recently completed, or overall average.

Description of the program

Certificate in Professional Communication- Technical and Professional Writing

Draft Calendar Entry

The Certificate in Professional Communication- Technical and Professional Writing (CPC-TPW) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. In particular, students will improve professional writing skills for both general and scientific audiences. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the *Ron and Jane Graham School of Professional Development, College of Engineering.*

Registration in the Certificate in Professional Communication: Technical and Professional Writing is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM 407.3 and RCM 408.3, and one of either RCM 400.3 or RCM 410.3.

Course Information

All required courses, and most elective courses, in the Certificate in Professional Communication (CPC) program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

In its current form, all courses in the Certificate in Professional Communication (CPC) program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Saskatoon Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the *School of Professional Development, College of Engineering* via telephone (306-966-7830).

Program Requirements

Required courses (6 credit units): RCM 407.3 Rhetorical Editing RCM 408.3 Rhetorical Composition: Writing for the Public

Elective course (3 credit units): One of: RCM 400.3 Rhetorical Theory and the Practice of Persuasion, or RCM 410.3 Rhetoric of Science and Technology

For further information on course content and descriptions, please see Appendix XX.

Program Admissions

Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions will continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet two criteria: 1) they must have completed RCM 200.3 or 300.3, or demonstrate proficiency in English, 2) have completed at least 60 credit units of post-secondary studies. Average is calculated on a minimum of 18 CUs most recently completed, or overall average.

Alignment with the USask Learning Charter

Converting the existing CPC into three Short Certificates continues to align the programs' objectives with the USask Learning Charter. Each one of these Short Certificates in professional communication contributes to the five learning pursuits outlined in the Charter.

In the Learning Charter, the learning pursuit of "truth and understanding" requires that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams". CPC courses require students to analyze scenarios and work in groups to discuss and resolve difficult communication situations. The course work requires students to practice using the theory presented to help solve communication challenges and problems in a practical setting.

The pillar of "the pursuit of knowledges" encourages students to "[understand] how one's subject area may intersect with related disciplines, perspectives, and worldviews." The discipline of rhetoric, which is the theoretical perspective of the three Certificates, shares a body of theory with sociology, psychology, and linguistics, and professors frequently refer to research conducted in these disciplines. These intersections therefore align with the pursuit of various "related disciplines, perspectives, and worldviews." While the Certificates' courses provide solid grounding in rhetorical theory, our ultimate

goal is to help students develop their judgement; thus, the purpose of the program is ultimately a practical one, because students are required to demonstrate their skill in using rhetorical theory to assess and remediate difficult situations.

With a commitment to "the pursuit of integrity and respect," students should be learning to "exercise intellectual integrity and ethical behaviour." The CPC courses and faculty consistently emphasize the fact that ethical considerations are a crucial element of the application of rhetorical theory, and they require students to demonstrate their ethical reasoning through the practice of ethical persuasion both in and outside of class.

In the "pursuit of skills and practices," students will work on "communicating clearly, substantively, and persuasively." This goal is at the heart of our Certificates. In addition, the Learning Charter asks students to engage in "individual and community pursuits" by "committing to positive growth and change for oneself and for local, national and global communities." In essence, the Certificates prepare students for the responsibilities of corporate citizenship. One of the Certificates examines leadership from a communication perspective. Another Certificate prepares students to communicate with diverse audiences. All of the Certificates ultimately prepare students for the communication requirements of engaging with colleagues, management, clients, and the general public, and provide them with the opportunity to pursue all of the goals outlined in the university's learning charter.

Consultation

In the summer of 2020, the SoPD hired a graduate student to conduct surveys of the alumni of the programs we offer, including the Certificate of Professional Communication (and of its precursor, the Professional Communication Option (PCO)). Among other questions, we asked a what, from their experience in the CPC, has been most valuable for their careers and what could be improved. Three common responses informed the redesign of the Certificate:

- More students should take the Certificate program
 Offering Short Certificates will ensure that most students can easily complete at least one
 Certificate without a significant change to their degree progress.
- 2. Make the name of the Certificate more descriptive for employers

The Short Certificates are named, each with an area of specialization that will appeal to students with a particular career path in mind.

Add more practical examples to illustrate the theoretical concepts
 The focus areas of each Certificate will allow us to develop assignments and examples that are
 focused on the interests of the students.

Once we had a draft proposal for the new Short Certificates, we met with the College of Agriculture and Bioresources (Acting Associate Dean Academic Eric Micheels and Director, Academic and Student Affairs Amie Shirkie) and the College of Kinesiology (Associate Dean Academic Joel Lanovaz and Manager, Undergraduate Student Services Keeran Wagner). Our discussions confirmed that we had focused the Certificates on areas that would be of interest to students in each of their colleges.

The Short Certificates of Professional Communication will provide opportunities for further study for students in Engineering, Agriculture and Bioresources, and Kinesiology who have taken RCM 200 *Effective Professional* Communication. RCM 200 is a required course for all Engineering students, many Agriculture students, and an elective course in Kinesiology. Senior level courses in the Certificates are elective courses in some programs in Engineering and Agriculture. The Short Certificates will attract students who enjoy our senior level courses and welcome the opportunity to take on or two more courses to complete a Short Certificate.

The Short Certificates will also be available to students from across campus or to people in industry who wish to upgrade their communication skills.

Budget

The 6- course CPC Certificate was developed in 2007. With this new proposal, we will break the CPC into 3 Short Certificates, each that with different focus areas. Since the resources are already in place, there are no additional start-up resources required. A combined budget for the CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)) is attached. Since one Certificate will not be offered without the other, only 1 Budgetary and Financial Implications (Master Worksheet) is attached for all 3 proposals.

Please refer to NOI_Budget and Finance Template that has been attached.

Attached Appendix

- 1. Letters of Support
- 2. College Approval
- 3. Enrollment in Certificate of Professional Communication (2016-Present)
- 4. Environmental Scan
- 5. Course Outlines
- 6. Catalogue Entry
- 7. Consultation with the Registrar Form



university of saskatchewan College of Engineering engineering.usask.ca

November 5, 2021

Academic Programs Committee of Council University of Saskatchewan

Academic Programs Committee Members,

Re: Proposal for Academic or Curricular Change – Certificate of Professional Communication

On behalf of the College of Engineering, I am pleased to express my strong support for the proposal to convert the existing Certificate of Professional Communication into three Short Certificates in Persuasive Communication, Leadership and Negotiation and Technical and Professional Writing. This initiative is well aligned with the College's strategic aspirations to "offer exceptional academic programs that distinguish our graduates as well-rounded leaders".

By employing existing courses and teaching resources in a more accessible form, this change should enhance the attractiveness of the Professional Communication Certificates by reducing barriers to enrollment and offering a more targeted educational experience. As a result, we anticipate that enrollment will increase for both undergraduate students and for practicing professionals seeking continuing professional development.

With initiatives like this, the Ron and Jane Graham School of Professional Development continues to enhance the reputation of the College of Engineering and the University of Saskatchewan, and to differentiate our graduates from those of other institutions.

Please feel free to contact me if you have any questions.

Best regards,

Bruce Sparling, PhD, PEng, FCSCE Professor and Associate Dean Academic



87 Campus Drive Saskatoon SK S7N 5B2 Canada Telephone: 306-966-1000 Fax: 306-966-6464

November 1, 2021

College of Engineering Undergraduate Academic Programs Committee

To whom it may concern,

I am writing this letter in my role as Dean in the College of Kinesiology expressing our support for the redesign of the Certificate in Professional Communication (CPC) program offered by the Ron and Jane Graham School of Professional Development.

Many students in the College of Kinesiology enroll in RCM courses every year and we receive excellent feedback from our students regarding the content and utility of these courses. The College of Kinesiology is looking at expanding opportunities for our students to obtain extra credentials such as various career-related certificates that are offered through colleges such as Engineering and Edwards School of Business.

In particular, we were pleased to see the Certificate in Persuasive Communication, which was presented to us by Debora Rolfes. The focus of this certificate will likely appeal to a number of our students as they prepare for client-facing careers either directly after they graduate or after further professional education in health care. The shorter, three course format will make it easier for our students to incorporate the certificate into their already packed schedule if they wish to pursue this opportunity.

Sincerely,

CUZ

Chad London, PhD Dean College of Kinesiology



university of saskatchewan College of Engineering engineering.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		

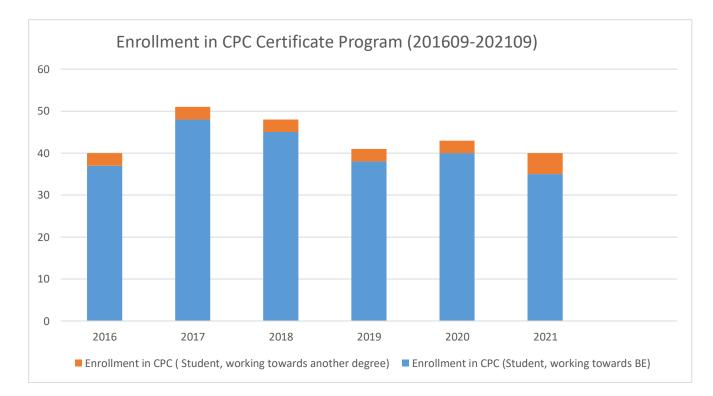
AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Approval of Agenda	
	MOTION: To approve the agenda of November 17, 2021 as circulated. Moved: A. Dalai Seconded: O. Baik	CARRIED 1 abstention
2	Approval of Prior Minutes	
	 a. MOTION: To approve the minutes of October 5, 2021 as circulated. Moved: T. Fonstad Seconded: L. Bradford b. MOTION: To approve the Approval of Graduands minutes of October 5, 2021 as circulated. Moved: J. Bugg Seconded: C. Hawkes 	CARRIED 2 abstentions CARRIED 2 abstentions
3	Items Arising from Prior Minutes	
	 a. June 15, 2021: Faculty Council Chair 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. NOTICE OF MOTION: 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	Dean's	Report	
	The Dea	an provided an update on the college's core goals and strategic direction, ng Accreditation, the building renewal project, and the Dean's review.	
5	Introd	uctions	
	There	were no introductions at this meeting.	
5		Moment	
	Counci on carr	I members were reminded to be aware of winter walking safety while npus.	
7	New B	usiness	
	a.	Deletion of Engineering Professional Internship Program (EPIP) – B. Sparling For decision MOTION: To delete Engineering Professional Internship Program effective 202205. Moved: B. Sparling Seconded: T. Fonstad	CARRIED
		MOTION: 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	CARRIED
	b.	Certificate in Professional Communication Restructuring – D. Rolfes <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.	
		MOTION: To delete the Certificate in Professional Communication effective 202205. Moved: D. Rolfes Seconded: L. Bradford MOTION: To create the Certificate in Professional Communication-	CARRIED
		Persuasive Communication, effective 202205. Moved: D. Rolfes Seconded: B. Sparling MOTION: To create the Certificate in Professional Communication- Leadership and Negotiation, effective 202205. Moved: D. Rolfes Seconded: T. Fonstad	CARRIED

	MOTION: To create the Certificate in Professional Communication- Technical and Professional Writing, effective 202205. Moved: D. Rolfes	CARRIED
	 Seconded: J. Wills MOTION: To approve the following admission requirements for the three new certificates: completed RCM 200.3 or 300.3, or otherwise demonstrate proficiency in English, and 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. 	CARRIED
	Moved: D. Rolfes Seconded: L. Bradford	
С.	 Bioprocessing Option in Chemical Engineering – O. Baik For decision 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. MOTION: 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 	CARRIED 1 abstention
d.	Changes to the Mining Option in Mechanical Engineering – J. Bugg <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	

	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	
to BE	 courses for the certificate, and decrease of the number of total required credit units from 29 to 26. f. Changes to the Upper-Years (2,3 and 4) in all programs leading to BE degree – B. Sparling 	
n ill be s Il ilon.	For information 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 J:\Committees\Faculty Council\2021-22\2021 11 17\Supporting docs 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.	8
um	The Associate Dean Academic thanked members of EPIC and the curriculum committees for their work on Accreditation.	0
	CoE Student Society Updates	9
	No updates were provided at this meeting.	
	No updates were provided at this meeting.	
um	committees for their work on Accreditation. CoE Student Society Updates	

Year	Enrollment in CPC (Student, working t	Enrollment in CPC (Student,	Total Enrollment
2016	37	3	40
2017	48	3	51
2018	45	3	48
2019	38	3	41
2020	40	3	43
2021	35	5	40



	Program Offered	Indication if Institute offers Short Certificates
ВС		
University of British Colu	Certificate in Professional Communication	Offers Micro credentials
University of British Colu	Communication Program	
Capilano University	Communication Studies (Diploma/Bachelor)	
Royal Roads University B	Bachelor of Arts in Professional Communication	
Simon Fraser University	Communication Studies (Bachelor)	
Trinity Western Universit	Corporate Communication (Bachelor)	
Alberta		
Univeristy of Calgary	Communication and Media Studeies	Offers Micro credentials
Manitoba		
Univeristy of Manitoba	Rhetoric, Writing, and Communications (Major)	
Ontario		
Univerity of Ottawa	Strategic Communication and Change (Certificate)	Offers Micro credentials
University of Toronto	Career Development and Communication Skills	
	Professional Writing and Communication (Bachelor)	
McMaster	Communication Studies (Bachelor)	
University of Waterloo	Rhetoric, Media, and Professional Communication (Bach	
Western University	Western Certificate in Academic & Professional Commu	
York University	Certificate in Technical and Professional Communication	<u>1</u>
Quebec		
McGill	English for Professional Communication	
New Brunswichk		
University of New Bruns	Communication Studies (Bachelor)	
NovaScotia		
Dalhousie University	Intercultural Communication Certificate	

SK	Program Offered	Indication if Institute offers Microcredentialing
Post Secondary Instituties within	SK	
University of Saskatchewan	Communication Strategy for Succes	Edwards Executive Education
Univeristy of Regina	Communication in Business	Offering Micocredentials
Federeated Colleges		
First Nations Univeristy of Canad	Indigenous Communication & Fine	Arts
Luther College High School	None identified	
Campion College	None identified	
St Thomas More College	None identified	
Affiliated Colleges		
St. Peters College	None identified	
St. Andrew's College	None identified	
Briercrest College and Seminary		
Horizon College and Seminary	None identified	
Lutheran Thological Seminary	None identified	
College of Emmanuel and St. Cha	None identified	
Polytech		
Saskatchewan Polytechinic	Certificate Programs	Offering Micocredentials
Aborginal and Northern Institution		
Gabriel Dumont Institute	None identified	
Saskatchewan Inidian Institure o	None identified	
Regioal Colleges		
Southeast College	None identified	
North West College	None identified	
Great Plains College	None identified	
Cumberland College	None identified	
Career colleges		
Saskatoon Business School	None identified	
McKay Career Training	None identified	



RCM 400.3 – Rhetorical Theory and the Practice of Persuasion

Fall 2021	
Instructor:	Dr. John Moffatt ENG 2A20.3 (306) 966–2912 john.moffatt@usask.ca
Office Hours:	TBA or by appointment; https://usask.webex.com/meet/gjm613
Lectures: Website:	TR, 10:00-11:20, ENG 1B12 Assignments, solutions, announcements, and other course information will be posted on Canvas. Students are responsible for keeping up to date with the information on Canvas. https://canvas.usask.ca/courses/26005

The Graham School acknowledges 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 this place and reaffirm our relationship with one another.

Description:	RCM 400 is a survey of the aims and scope of rhetoric, the art of persuasion, as it is currently understood and practised. Develops skill in the use and detection of rhetorical devices and methods, including understanding how rhetors adapt to the demands of various audiences; what makes messages effective, engaging and convincing; how situation influences the positioning of a message; and how credibility is established.
Prerequisites:	RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).
Course Reference Numbers (CRNs):	Section 01 – 55555
Textbook:	This course has no required textbook.
Reading List:	Readings will be supplied by the instructor via the course Canvas page.

Learning Outcomes: By the end of the course, students will:

- 1. Become aware of the role of language and how language is used in society for particular ends; in other words, how language is used persuasively, or rhetorically, and how language persuades
- 2. Become acquainted with the discipline of rhetoric
- 3. Develop sensitivity to rhetorical strategies and methods used in texts
- 4. Develop analytical or critical, as well as practical and persuasive, skills through the practice of close reading and basic methods of rhetorical criticism

Assessment:	The methods of assessment and their respective weightings are given below:	
	Assignments (2) :	20%
	Quizzes (4) :	10%
	Major Critical Essay:	20%
	Professionalism:	5%
	Midterm Exam:	15%
	Final Exam:	30%

Class Protocol

- Please have your cell phone off and away during class. If you are expecting an important call, work out an appropriate way to handle the situation with your instructor.
- Ensure you have access to course readings and texts during class, and come prepared with assigned readings completed.
- Arrive to class on time, and avoid wandering in and out of class unnecessarily.
- Participate in class discussions to the extent of your comfort; the lectures provide an opportunity to both discuss and apply your understanding of rhetorical theory.
- If you come across rhetorical objects or artefacts that shed light on ideas discussed in class, consider bringing them with you for discussion.

Professionalism

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance of lectures is key to your success. In RCM 400, 5% of your grade will be based on my assessment of your professionalism as a member of the class. This assessment will be based on a number of factors, including attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor are important to the Graham School, and serves as an opportunity for you to put into practice the communication skills you have learned.

Important guidelines for this transition term:



During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

Throughout the term:

- Protect the pack: Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to "protect the pack", the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- Know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created a webpage where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines https://covid19.usask.ca/about/safety.php#Expectations and knowing what is expected of you throughout the fall term.
- Follow all guidance: Students are expected to follow all guidance provided by the University's Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- Key channels of communication: If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

Grading

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

90 - 100	Exceptional
80 - 89	Excellent
70 - 79	Good
60 - 69	Satisfactory
50 - 59	Minimal Pass

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/



Late Assignments and Extension Policy

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. **Remember that this is a class in professional communication; handle your issues with deadlines in a professional manner.**

Academic Dishonesty

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

Course Content: Schedule to follow

Assignments

You will complete two short written assignments designed to develop and exercise your analytical and rhetorical skills.

Note: All formal written assignments will be submitted in <u>electronic form, as email attachments in</u> <u>Word format</u>. I will use the Review function to put comments and corrections on each assignment before returning it to you with a grade.

Quizzes

The in-class quizzes will consist of short-answer questions or brief analyses of artefacts, to be completed within the allotted time, without the aid of texts or notes. These quizzes are intended to test your grasp of, and ability to apply, concepts studied in the course.

Projects

There will also be a major analysis essay assignment.

Examinations

Midterm Exam

RCM 400.3 Course Outline



The in-class midterm examination will include the analysis of a text or artefact.

Final Exam

There will be a three-hour final examination which will combine elements of the quizzes and formal assignments. The final will include a closed-book section to test your general knowledge; upon completion and submission of that first section, you will receive the second section, the analysis of a text, which you may complete with the aid of your text and notes, should you so choose.

Examination Policies: (if applicable)

- Course notes and textbooks may be used in exams.
- The use of electronic devices, including calculators, phones and watches, with document storage and/or communication capabilities is prohibited during exams.
- Alternate times to write midterm examinations will not be considered except in the case of illness or a conflict with other university related activity.es.
- 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.
- If you intend to register with the office for Access and Equity Services for Students (AES), do so, and inform your professor, in a timely manner.
- 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.

Thursday, Sept 2	First day of classes
Tuesday Sept 17	Last day for making changes in registration for Fall Term and multi-term courses
	(100% tuition credit).
Thursday Sept 30	National Day for Truth and Reconciliation – University Closed
Monday Oct 11	Thanksgiving – University closed
Nov 18-12	Fall Break
TBD	Midterm Exam
Monday Dec 6	Last day of classes
Dec. 7 - 23	Final examination period

Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)
 - Email: esc@usask.ca; Phone: 306-966-5274; https://engineering.usask.ca/contact_info/esc-office.php
- Student Wellness Centre (3rd & 4th Floors, Place Riel): <u>https://students.usask.ca/health/</u>
- Financial Services: <u>https://students.usask.ca/money/</u>
- Access and Equity Services for Students (AES Rm. E1, Administrative Building): <u>https://students.usask.ca/health/centres/access-equity-services.php</u>



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.

Policies on Academic Dishonesty, Academic Appeals and Course Delivery

For more information on what constitutes academic misconduct, please consult the University Council Regulations on Student Academic Misconduct

https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

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, <u>www.usask.ca/secretariat/student-conduct-appeals</u>, and on the University website, <u>http://www.usask.ca/integrity/</u>.

A summary of University of Saskatchewan polices 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

Recording Lectures

The Graham School does not generally allow students to record lectures; if you have questions or concerns regarding this policy, speak with your professor.

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 <u>http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</u>).

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.

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: <u>https://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf</u>.

Attribute Mapping:

Instructional Level[‡]

Learning Outcome						Attr	ibute [†]					
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1			Ι				Α	D				
2	D						Α	D				
3		Α					Α	D		D		D
4		А					Α	D				D

[†]<u>Attributes</u>:

- 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.

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.





RCM 407: RHETORICAL EDITING

DETAILED COURSE OUTLINE WINTER 2019

Professor: Dr. John Moffatt **Phone**: 966-2912 **Office** #2A20.3;Office hours by appointment john.moffatt@usask.ca

OBJECTIVES

• To deepen understanding of the structure and nature of natural languages—and in particular of the English language as used in Canada

- To understand how linguistic choices shape and constrain professional communication
- To acquire sufficient technical mastery to identify, discuss and critique issues of style and usage
- To understand the political and cultural implications of the concept of "standard" English
- To improve skill in analytical thinking as applied to the editing process

NB: RCM 407 is not a course in English as a Second Language (ESL).

DESCRIPTION

This course examines the structure of present-day English as spoken and written in contemporary Canada, with an emphasis on the idea of "standard" English in a professional context. Students will acquire the necessary technical vocabulary to discuss and critique issues of acceptable style and usage in their speech and writing. The course will prepare students to exercise informed judgement in the practice of clear and effective communication, by cultivating a detailed understanding of the structural options available to them.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS

Through lecture, group discussion, and exercises, students will gain a solid theoretical and practical understanding of the structure of the English language, particularly as it influences the effectiveness and clarity of professional communication. Students will prepare and discuss, on a weekly basis, a variety of written documents, and will participate in the critical appraisal of the messages of others. I will take attendance and will test for class content on quizzes and exams. I will also expect all students to come to class prepared.

REQUIREMENTS

Regular term assignments (4; see details below)	
Quizzes	10%
Midterm	10%
Major assignment	
Discussion assignments	5%
Final exam	<u>30%</u>
TOTAL	100%

USEFUL BACKGROUND

The normal prerequisite for RCM 407 is RCM 300; any other courses in the RCM 400-series would also be helpful. At a minimum, students should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal) and Bitzer's concept of the rhetorical situation. Students who did not take RCM 300 will be provided with access to these readings upon request.

TEXTS

Course materials provided by instructor via Blackboard page.

I strongly recommend that all students own a good Canadian dictionary. I prefer the *Oxford Canadian*, but the *Gage Canadian* is a reliable, inexpensive text.

ASSIGNMENT DESCRIPTIONS

Review Quizzes (4): Short answer, definitions, structure identification and corrections

Short Assignments (4):

Take home assignments, including 2 short text analyses (identification and discussion of language structure in examples of professional writing) and 2 short annotated memos (1-2 page original memos on a professional theme, accompanied by a page of analysis of the editing choices made in the memos). *Detailed instructions to follow*.

Midterm Examination:

Structural identification and correction; short text analysis **In-class: Thursday Feb 28**

Discussion Assignment

1 short presentation (roughly 10 minutes) offering analysis of examples from your own writing, with commentary on structural issues and choices to be addressed in class discussion. *Detailed instructions and schedule to follow*.

Annotated Report:

Semiformal report of roughly 8-10 pages on topic related to language structure and professional practice. *Detailed instructions to follow*. Due on last class (April 4).

10%

20%

10%

5%

25%

Final Examination:

Definitions, identification of structures, composition of sentences according to specification, short text analysis. **Date TBA**.

Note: All formal written assignments will be submitted in <u>electronic form, as email</u> <u>attachments in Word format</u>. I will use the Review function to put comments and corrections on each assignment before returning it to you with a grade. See document entitled <u>Electronic Submission Guidelines</u> on the course Blackboard page for more detailed instructions.

EXTENSION POLICY

Late written assignments will be deducted 10% for each day they are overdue. Extensions will only be granted if you consult with me **before the due date**. If you are having problems with your assignment, please see me earlier rather than later.

CLASS PROTOCOL

- TURN OFF YOUR CELL PHONE during class time.
- Bring your course materials.
- DO NOT disrupt the class by coming in late, chatting, texting, doing homework for other courses, or wandering in or out during class time.
- Be aware that even if I can't actually see you surfing the net or Facebooking from the front of the room, I can see the people around you who are distracted by your behaviour.
- Feel free to contribute relevant materials to class discussion.

PROFESSIONALISM

As a course in Professional Communication, RCM 407 seeks to maintain a high standard of professional behaviour in the classroom. While there is no assigned professionalism grade, manifest evidence of professionalism tends to have a beneficial impact on grades. In this context, professional practice includes:

- regular attendance (please notify me if you will be absent)
- punctuality
- attentiveness and general courtesy in class discussion
- effective management of all coursework, including both formally assigned and graded work, and informal classroom exercises

30%

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort.

A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you are uncertain what plagiarism is, you should acquaint yourself with the university's policy and definition online at:

http://www.usask.ca/integrity/be-responsible1.php and http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach or guess at whether or not your action constitutes plagiarism. **PLEASE** come to see me. I will be happy to help you with any part of the course which is troubling you.

COURSE TOPICS/ASSIGNMENT DUE DATES

The schedule of topics may be subject to revision. Notice will be given in advance of any changes.

Week 1 Jan 3	"Grammar" vs "Structure"; editing and the concept of "Standard English"
Week 2 Jan 8-10	Analytical terminology: <i>Phonology</i> (sound structure); <i>Morphology</i> (word formation); <i>Syntax</i> (word order); <i>Semantics</i> (meaning); <i>Word Classes</i> ; <i>Form</i> and <i>Function</i> . NO CLASS ON THURSDAY JAN 10: SPECTRUM
Week 3 Jan 15-17	Sentence Structure and Sentence Patterns; Review quiz Thursday.
Week 4 Jan 22-24	Verbs. Text Analysis 1 due Thursday.
Week 5 Jan 29-31	Verbs cont'd; Structure and Voice. Review quiz Thursday . (<i>First discussion presentations</i>)
Week 6 Feb 5-7	Coordination and Subordination. Annotated Memo 1 due.
Week 7 Feb 12-14	Word choice: Nominals; review.

Week 8 Feb 19-21	Reading Week; no classes
Week 9 Feb 26-28	Introduction to Modifiers. In-class midterm exam Thursday.
Week 10 Mar 5-7	Word choice: Adverbials. Text Analysis 2 due.
Week 11 Mar 12-14	Word choice: Adjectivals. Review quiz Thursday . (<i>Final discussion presentations</i>)
Week 12 Mar 19-21	Cleft structures; other transformations. Annotated Memo 2 due.
Week 13 Mar 26-28	Punctuation Review; Stylistic variation. Review quiz Thursday.
Week 14 April 2-4	Final review. Annotated report due.



RCM 408 – Rhetorical Composition (Reading Class)

Winter 2020		
Instructor:	Dr. Corey Owen ENG 2A20.5 (306) 966-1855 <u>corey.owen@usask.ca</u>	
Office Hours:	By appointment	
Lectures:	TBA Assignments, solutions, announcements, and other course information will be posted on Blackboard. Students are responsible for keeping up-to-date with the information on Blackboard.	

 Website:
 https://bblearn.usask.ca/

The Graham School acknowledges 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 this place and reaffirm our relationship with one another.

Description:	The written word is the basic currency of both the academic and industrial economies. Not only must professionals write reports and proposals for communities of their peers, but they must also communicate often with non-specialist audiences. This course equips students with classical and contemporary rhetorical principles in order to help them appreciate the purpose, audience, and constraints of the rhetorical situation. It then provides them with various contexts for practicing descriptive, expository, narrative, and persuasive elements of academic, professional, and technical writing, all of which types they may expect to encounter during the course of their careers as students and professionals.
Prerequisites:	RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).
Course Reference Numbers (CRNs):	Section 01 – 83515
Textbook:	Keith, William M. and Christian O. Lundberg. <i>The Essential Guide to Rhetoric</i> . Boston: Bedford/St. Martin's, 2008.
Reading List:	Additional readings will be made available on Blackboard.

Learning Outcomes: By the end of the course, students will be able to:

- 1. demonstrate a clear understanding of the rhetorical situation
- 2. identify the various genres of writing



- 3. assess the rhetorical effect of the various genres of writing
- 4. compose messages according the requirements of the various genres of writing
- 5. apply the principles of grammar and punctuation correctly
- 6. structure written messages effectively
- 7. adapt technical information for non-specialist audiences
- 8. evaluate written messages critically

Assessment: The methods of assessment and their respective weightings are given below:

Assignments 1-3:	10% each
Assignment 4:	30%
Presentation:	10%
Professionalism/Attendance:	10%
Final Exam:	20%

Class Protocol

- Please have your cell phone off and away during class. If you are expecting an important call, work out an appropriate way to handle the situation with your instructor.
- Ensure you have access to course readings and texts during class, and come prepared with assigned readings completed.
- Arrive to class on time, and avoid wandering in and out of class unnecessarily.
- Participate in class discussions to the extent of your comfort; the lectures provide an opportunity to both discuss and apply your understanding of rhetorical theory.
- If you come across rhetorical objects or artefacts that shed light on ideas discussed in class, consider bringing them with you for discussion.

Professionalism

The Rhetorical Communication courses are, at their core, classes in communicating; as such, participation in course discussions and attendance of lectures is key to your success. In RCM 408, 10% of your grade will be based on my assessment of your professionalism as a member of the class. This assessment will be based on a number of factors, including attendance, attentiveness, engagement, punctuality, and general courtesy, as well as effective management of coursework, both in and out of the classroom. Professional conduct and clear communication with your professor are important to the Graham School, and serves as an opportunity for you to put into practice the communication skills you have learned.

Grading

Final grades will be consistent with the "literal descriptors" specified in the University of Saskatchewan's grading system. More information can be found at the link below.

90 - 100	Exceptional
80 - 89	Excellent



70 – 79	Good
60 – 69	Satisfactory
50 - 59	Minimal Pass

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/

Late Assignments and Extension Policy

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements prior to the due date in question. If you are having a problem with your assignment, please see me before the work is due. **Remember that RCM 408 is a class in professional communication; handle your issues with deadlines in a professional manner.**

Academic Dishonesty

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy, which allows for severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition at <u>https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php</u>

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

Course Content:

Anticipated Schedule (subject to modification):

Week 1

Booth (RCM 300 textbook); Lundberg and Keith 1-11 and 35-43; Bitzer (RCM 300 textbook); Lundberg and Keith 12-34.

Week 2

(Tools of writing) Thomas; Iyer; Branden; Lundberg and Keith 65-73; Zinsser.



(Description) Berton; Twain; Orwell; Schneider; Wilkins

Week 4

(Definition) Haig-Brown; Anderson; Fairlie; Grady; Forster

Assignment #1 due (email your assignment to the group)

Week 5

(Narration) Boyle; White

Week 6

(Exposition) Tuchman; Grady; Davidson

Assignment #2 due (email your assignment to the group)

Week 7

Johnston; Vontobel; Myers; Weissman

Week 8

Sagan; Allen

Assignment #3 due (email your assignment to the group)

Week 9

Lundberg and Keith 50-52; Harlow; Taylor; Trefil; O'Rourke

Week 10

No class. Assignment #4 due (email your assignment to the group)

Week 11

Student Presentation

Week 12

Student Presentation

Assignments 1-4 (70% total; 10% each for 2-5, 30% for 6)

Assignment #1: Description (10%)

Choose one of the following topics and respond appropriately to the given situation. Your composition should be about two pages, double-spaced. Be sure to identify and maintain a **dominant impression**, and use such techniques and devices as connotative and denotative language, appositives, metaphors,



and similes judiciously. While various genres of writing could be used, you must emphasise **description**. You need not quote, paraphrase, or summarise any secondary sources, but, if you do so, be sure to cite them properly using APA Style.

1. **Describe** a jumbo-section class in order **to persuade** a university administrator that such classes are/are not conducive to learning.

2. **Describe** a scene from a natural disaster for the *Sheaf* in order **to persuade** your fellow students to contribute to a relief fund.

3. **Describe** a local farming operation for a periodical for foreign students in order **to inform** them about farm life in Canada.

4. At a job interview, a potential employer wants to get a sense of your personality and writing ability. **Describe** your room/office/personal space in such a way that **informs** them of your values.

5. Suppose you have seen a humorous picture, painting, or cartoon and wish **to entertain** your fellow students as well. Unfortunately, you cannot publish the image. Instead, **describe** it for a student publication. (**N.B.** you may choose this purpose, **to entertain**, for only one assignment in this course).

Assignment #2: Defintion (10%)

Choose one of the following topics and respond appropriately to the given situation. Your composition should be about two pages, double-spaced. Be sure to focus your definition appropriately and use such techniques and devices as connotative and denotative language, appositives, metaphors, and similes judiciously. You may use more than one *method* of definition (analysis, synthesis, negative definition, and exemplification), but be sure to choose a *type* of definition that conforms to the context (consensual, stipulative, or normative). While genres of writing could be used, you must emphasise **definition**. You ought to quote, paraphrase, or summarise *at least* one secondary source; use APA Style.

1. At a job interview, a potential employer wants to get a sense of your personality and writing ability. **Define** "integrity."

2. **Define** "poverty" for the *Sheaf* in order **to persuade** your fellow students to support the Saskatoon Food Bank.

3. **Define** "stress" for a periodical published by your professional association in order to **inform** your colleagues about a common condition that can affect their performance.

4. **Define** "procrastination" for a student publication, in order **to entertain** your fellow students (**N.B.** you may choose this purpose, **to entertain**, for only one assignment in this course).

Assignment #3: Narration (10%)



Choose one of the following topics and respond appropriately to the given situation. Your composition should be about two pages, double-spaced. Be sure to focus your narration appropriately and use such techniques and devices as connotative and denotative language, appositives, metaphors, and similes judiciously. Be sure to choose your method of narration carefully and to indicate the order of events clearly, yet unobtrusively. While various genres of writing could be used, you must emphasise **narration**. You need not quote, paraphrase, or summarise any secondary sources, but if you choose to do so, use APA Style.

1. At a job interview, a potential employer wants to determine your suitability for a managerial position while testing your writing skills. In order **to persuade** your prospective employer to hire you, **narrate** an account of an incident at a previous job in which you unexpectedly had to show leadership skills.

2. In order **to persuade** your fellow students to observe appropriate safety measures, **narrate**, for the *Sheaf*, an accident you witnessed or experienced personally.

3. **Tell a story** that corrects a common misconception. Imagine your audience as consisting of your colleagues in your profession.

4. **Tell a story** that illustrates your, or someone else's, personal experience with a controversial form of technology. You audience is the general public who are resisting the general introduction of the technological advancement.

5. For your college's student paper, **recount** an episode from a recent student event in order **to entertain** your fellow students, and perhaps **persuade** more of them to take part in future events (**N.B.** you may choose this purpose, **to entertain**, for only one assignment in this course)

Assignment #4: Final Project (30%)

Imagine that you have been asked by *Canadian Geographic* to contribute an article on a significant, yet controversial, technological advancement that you consider potentially beneficial for or detrimental to the well-being of our citizens or our country. Using primarily **exposition** and **persuasion**, discuss the significance of the technology and its possible effects and/or repercussions on our quality of life.

Your composition should be about **ten to twelve pages**, double-spaced. Be sure use such techniques and devices as connotative and denotative language, appositives, and metaphors judiciously. Your writing should incorporate at least **four of the five different kinds of writing we have studied this term**; be careful, however, to emphasise the kind of writing that is appropriate to the assignment. You must quote, paraphrase, or summarise at least **eight** secondary sources; use APA Style.

Final Presentation (10%)



Each student will provide a presentation, and lead a class discussion, on a peer's final project. The presentation will consider such elements as the writer's use of the modes of appeal, as well as the quality and character of the writer's prose style.

Support Services

- Engineering Student Centre (Rm. 2A05 Engineering Building)
 - The ESC offers a number of services specific to the College of Engineering, including academic advising, information regarding academic processes, and acts as a central hub for assisting Engineering students.
 - Email: esc@usask.ca; Phone: 306-966-5274; https://engineering.usask.ca/contact_info/esc-office.php
- Student Wellness Centre (3rd & 4th Floors, Place Riel):
 - The Student Wellness Center helps students gain access to resources for their mental, physical, and academic wellbeing. This can include access to resources and information, tools for understanding various wellness issues, and various events to promote wellness.
 - o <u>https://students.usask.ca/health/</u>
- Financial Services:
 - Financial Services can help students with many topics related to money. This includes assistance with tuition and fees, scholarships and awards, budgeting, taxes, and various types of loans.
 - o <u>https://students.usask.ca/money/</u>
- Access and Equity Services for Students (AES Rm. E1, Administrative Building):
 - AES, formerly Disability Services for Students (DSS), works to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity. These accommodations can include exam accommodations (alternate times or spaces to write, additional exam time), notetaking assistance, alternate textbook formatting, new classrooms for your courses, and assistive technology, depending on your individual needs.
 - o <u>https://students.usask.ca/health/centres/access-equity-services.php</u>

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.

Policies on Academic Dishonesty, Academic Appeals and Course Delivery



For more information on what constitutes academic misconduct, please consult the University Council Regulations on Student Academic Misconduct

https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php

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, <u>www.usask.ca/secretariat/student-conduct-appeals</u>, and on the University website, <u>http://www.usask.ca/integrity/</u>.

A summary of University of Saskatchewan polices 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

Recording Lectures

The Graham School does not generally allow students to record lectures; if you have questions or concerns regarding this policy, speak with your professor.

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 <u>http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</u>).

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.

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.



Attribute Mapping:

Instructional Level[‡]

Learning	Attribute [†]											
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	Ι						D	Ι				
2	Ι						D	Ι				
3							Α	Ι				
4							Α	Α				
5							Α	D				
6							А	Ι				
7							Α	Α		D		
8							Α	Α				

[†]<u>Attributes</u>:

- 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.

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.



RCM 410 – Rhetoric of Science and Technology

COURSE TITLE:Rhetoric of Science and TechnologyCOURSE CODE:RCM 410TERM:Fall 2018

Instructor: Corey A. Owen

Engineering 2A20.5 966-1855

corey.owen@usask.ca

Course Description

Rhetoric of science is a discipline that explores the persuasive elements of scientific discourse. Initially inspired by Thomas Kuhn's *The Structure of Scientific Revolutions*, rhetoricians of science investigate the communicative processes through which scientific facts are determined and disseminated among scientists, government agencies, and the general public. In this course, students not only explore the genres and conventions that are used to communicate scientific knowledge among various audiences, but they also have the opportunity to reflect on and enhance their own ability to communicate science. Readings will include selections from foundational theorists and rhetoricians of science, as well as journalists and science fiction authors. Case studies drawn from contemporary, and possibly historical, scientific discussions and controversies will complement more theoretical readings.

Anticipated Topics

This course begins with an examination of the scientific method and identity, as they have been defined by such prominent scientists as Carl Sagan, John Ziman, and Gerald Weissman, and Paul Lutus, as well as the sociological and rhetorical theories of science explored by such theorists as Kenneth Burke, Thomas Kuhn, Bruno Latour, Steve Woolgar, Alan G. Gross, Jeanne Fahnestock, Carolyn Miller, and Randy Allen Harris. Much of the theory will be accessed not only through the writings of theorists, but also through case studies in the dissemination of scientific knowledge.

After we have explored foundational theories of scientific method, identity, and rhetoric, we shall discuss these concepts in the context of the popularization of science through the genres of science writing and science fiction.

In particular, we shall investigate the following questions:

1. How do scientists persuade each other of their theories and findings?

2. How do scientists communicate with government agencies?

3. How do scientists and journalists adapt technical knowledge to general audiences?

0. How do scientists use language to create discourse communities and establish professional identity?

1. How does the use of metaphors and rhetorical devices shape our understanding of scientific facts and theories?

Learning Outcomes

After completing this course, students should be able to:

- describe key aspects of the theory of science
- demonstrate basic knowledge of the spectrum of theories concerning the rhetoric of science
- describe the contribution of rhetoric to identity formation in scientific communities
- identify and evaluate the rhetorical strategies and methods of scientific agencies
- communicate scientific knowledge effectively by more carefully assessing target audiences
- evaluate and interpret the political and commercial uses of scientific discourse

Evaluation:

Evaluation will consist of three short writing assignments, two of which will receive a grade,

one long writing assignment, and a final exam. Regular attendance and participation are

essential for your success in this course.

Assignments 2 and 3: 15% each Assignment 4: 30% Final Exam: 30% Participation: 10%

Each student will present one day's reading to the class, and will contribute an artifact for an "Artifact Friday" discussion.

Each student will complete a larger research project (assignment 4), and present the project to the class at the end of term. The presentation is meant to be low risk, which means that its primary purpose is to stimulate discussion, rather than to polish your presentation skills. As a result, I consider the quality of your presentation only as an aspect of your participation grade, and do not grade it separately.

N. B. Your participation grade will be determined by four criteria:

- 1. Regular attendance and contributions to class discussions
- 2. The class discussion(s) you lead
- 3. The selection of artifacts for discussion in class
- 4. The quality of your presentation at the end of the term

Plagiarism:

Please familiarize yourself with the University's policies concerning plagiarism (<u>http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)</u>.

N.B. Please be sure to turn off your cell phone before class!

Required Texts:

None! All readings will be available on Blackboard.

Anticipated Schedule (subject to modification):

Part I: Tools for Rhetorical Analysis

Wednesday, September 5th: Introduction

Friday, September 7th: Keith and Lundberg (2008) 35-43

Assignment #1 due

Monday, September 10th: Crowley and Hawhee (1999) 44-53

Wednesday, September 12th: Blakesley (2002) 1-42

Friday, September 14th: Gusfield (1989) 114-25

Monday, September 17th: Foss (2004) 193-204 **Part II: Science in Theory and Practice** Wednesday, September 19th: Kuhn (1996) 135-58 Friday, September 21st: Merton (1973) 267-78

Monday, September 24th: Ziman (2000) 56-82 **Part III: Rhetoric of Science in Theory and Practice** Wednesday, September 26th: Harris (1991) 282-307 Friday, September 28th: Ceccarelli (2001) 314-29

Monday, October 1st: Prelli (1989) 185-217

Part IV: Scientists among Themselves

Wednesday, October 3rd: Gross, Harmon, and Reidy (2002) 161-86

Friday, October 5th: Artifact Friday

Monday, October 8th: **Thanksgiving Holiday**

Wednesday, October 10th: Harmon and Gross (2007) 188-219

Assignment #2 due

Friday, October 12th: Artifact Friday

Monday, October 15th: Sidler 2006 58-75

Part V: Science, Government Policy, and the Public

Wednesday, October 17th: Gusfield (1976) 16-34 Friday, October 19th: **Artifact Friday**

Monday, October 22nd: Fahnestock (1998) 330-50 Wednesday, October 24th: Waddell (1997) 127-49 Friday, October 26th: **Artifact Friday**

Monday, October 29th: Oreskes and Conway (2010) 216-39 Wednesday, October 31st: Ceccarelli (2011) 195-228 Friday, November 2nd: **Artifact Friday**

Assignment #3 due

Monday, November 5th: Gross (1994) 3-23

Wednesday, November 7th: Wander and Jaehne (2000) 211-33

Friday, November 9th: Condit (2001) 811-15; (2004) 1415-16; (2007) 815-20

Assignment #4 due

Monday November 12th: **Mid-Term Break** Wednesday, November 14th: **Mid-Term Break** Friday, November 16th: **Mid-Term Break**

Monday, November 19th: **Student Presentations** Wednesday, November 21st: **Student Presentations** Friday, November 23rd: **Student Presentations**

Monday, November 26th: **Student Presentations** Wednesday, November 28th: **Student Presentations** Friday, November 30th: **Student Presentations**

Monday, December 3rd: Student Presentations

Wednesday, December 5th: **Student Presentations** Friday, December 7th: **Student Presentation** and REVIEW

Readings

Blakesley, David. "Dramatism and Rhetoric" in *The Elements of Dramatism*. New York:

Longman, 2002. 1-47.

Ceccarelli, Leah. "Rhetorical Criticism and the Rhetoric of Science." *Western Journal of Communication* 65:3 (2001): 314-29.

Ceccarelli, Leah. "Manufactured Scientific Controversy: Science, Rhetoric, and Public Debate." *Rhetoric and Public Affairs* 14:2 (2011): 195-228.

Condit, Celeste. "What is 'Public Opinion' about Genetics?" Nature Reviews 3 (2001): 811-15

Condit, Celeste. "Science Reporting to the Public: Does the Message Get Twisted?" *Canadian Medical Association Journal* 170:9 (2004): 1415-1416.

Condit, Celeste. "How Geneticists Can Help Reporters to get their Story Right." *Nature Reviews* 8 (2007): 815-20.

Crowley, Sharon and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. Needham Heights MA: Allyn& Bacon, 1999. 44-72.

Fahnestock, Jeanne. "Accommodating Science: The Rhetorical Life of Scientific Facts." *Written Communication* 15:3 (1998): 330-50.

Foss, Sonja K. *Rhetorical Criticism: Exploration and Practice*. ^{3rd} Ed. Long Grove: Waveland, 2004. 193-204.

Gross, Alan G. "The Roles of Rhetoric in the Public Understanding of Science." *Public Understanding of Science* 3 (1994): 3-23.

Gross, Alan G., Harmon, Joseph E., and Reidy, Michael. *Communicating Science: the Scientific Article from the 17th Century to the Present*. Oxford: OUP, 2002. 161-86.

Gusfield, Joseph. "The Literary Rhetoric of Science: Comedy and Pathos in Drinking Driver Research." *American Sociological Review* 41 (1976): 16-34.

Gusfield, Joseph, Ed. "Language as Action: Terministic Screens" in *Kenneth Burke: On Symbols and Society*. Chicago: U of Chicago P, 1989. 114-25.

Harmon, Joseph E. and Gross, Alan G., eds. *The Scientific Literature: A Guided Tour*. Chicago: U of Chicago P, 2007. 188-218.

Harris, R. Allen. "Rhetoric of Science." College English: 53:3 (1991): 282-307.

Keith, William M. and Christian O. Lundberg. *The Essential Guide to Rhetoric*. Boston: Bedford/St. Martin's, 2008.

Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 3rd ed. Chicago: University of Chicago Press, 1996.

Merton, Robert K. "The Normative Structure of Science." *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago: U of Chicago P, 1973. 267-78.

Miller, Carolyn. "Genre as Social Action." Quarterly Journal of Speech 70 (1984): 151-57.

Oreskes, Naomi and Erik M. Conway. *Merchants of Doubt*. New York: Bloomsbury Press, 2010. 216-39.

Prelli, Lawrence J. A Rhetoric of Science: Inventing Scientific Discourse. Columbia: U of South Carolina P, 1989. 185-217.

Sidler, Michelle. "The Rhetoric of Cells: Understanding Molecular Biology in the Twenty-First Century." *Rhetoric Review* 25:1 (2006): 58-75.

Waddell, Craig. "The Role of Pathos in the Decision-Making Process: A Study in the Rhetoric of Science Policy." *Quarterly Journal of Speech* 76 (1990): 381-400.

Wander, Philip C. and Dennis Jaehne. "Prospects for 'a Rhetoric of Science.'" *Social Epistemology* 14.2/3 (2000): 211-233.

Ziman, John. *Real Science: What It Is, and What It Means*. Cambridge: Cambridge University Press, 2000. 56-82.

Professional Communication

Certificate in Professional Communication - Technical & Professional Writing

The Certificate in Professional Communication <u>- Technical & Professional Writing (CPC-TPW) (Cert.)</u> program is a degree-level-certificate program that prepares students for a professional career by cultivating communicative judgment in professional practice. <u>In particular, students will improve</u> professional writing skills for both general and scientific audiences. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the *Ron and Jane Graham School of Professional Development, College of Engineering*. The program consists of six courses (18 credit units). All courses within the program have a rhetorical foundation and are delivered by the School of Professional Development, College of Engineering.

<u>Registration in the Certificate in Professional Communication- Technical & Professional Writing is</u> <u>available to undergraduate students who are enrolled in any degree program at the University of</u> <u>Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to</u> <u>complete RCM 407.3 and RCM 408.3, and one of either RCM 400.3 or RCM 410.3.</u>

Registration into the Certificate in Professional Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program.

The prescribed schedule for courses required to earn the Certificate in Professional Communication is flexible; however, students are encouraged to complete <u>**RCM 400.3**</u> Rhetorical Theory and Practice of Persuasion before other RCM 400-level courses. Finally, students are required to complete <u>**RCM**</u> 495.3 Rhetorical Peer Mentorship as a capstone course.

Course Information

All required courses in the Certificate in Professional Communication<u>- Technical & Professional Writing</u> (CPC) program are offered on an annual basis during the Fall Term and/or Winter Term.-While most elective courses are also offered on an annual basis, due to resource limitations, the School of Professional Development, College of Engineering, may not offer every elective course. Select courses may be offered during the Spring Term and Summer Term.

In its current form, all courses in this program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the **Dynamic Schedule** or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Certificate Requirements (918 credit units)

Program Requirements

Required courses (6 credit units):

RCM 407.3 Rhetorical Editing RCM 408.3 Rhetorical Composition: Writing for the Public

Elective course (3 credit units):

One of: RCM 400.3 Rhetorical Theory and the Practice of Persuasion, or RCM 410.3 Rhetoric of Science and Technology

Required Courses (9 credit units)

- <u>RCM 400.3</u> Rhetorical Theory and Practice of Persuasion
- RCM 401.3 Oral Rhetoric
- <u>RCM 495.3</u> Rhetorical Peer Mentorship

Elective Courses (9 credit units)

Student must select and complete three of the following courses:

- <u>RCM 402.3</u> Interpersonal Communication and Rhetoric
- •____RCM_403.3
- RCM 404.3 Leadership as Communication
- <u>RCM 406.3</u> Studies in Communication Series
- <u>RCM 407.3</u> Rhetorical Editing
- <u>RCM 408.3</u> Rhetorical Composition Writing for the Public
- <u>RCM 409.3</u> Negotiation as Rhetorical Practice
- <u>RCM 410.3 Rhetoric of Science and Technology</u>
- <u>RCM 498.3</u> Special Topics

Admission Qualifications

Regular Admission

- Completed at least 60 credit units of post-secondary studies
- 60% average in the most recent 18 credit units of completed coursework
- Completion of RCM 200 Effective Professional Communication (formerly RCM 300), or an approved equivalent demonstrate proficiency in English.
- Proficiency in English.

Selection Criteria

- Regular Admission: Academic average 100% weighting
 - Competitive ranked admission (top down average) is in place to manage enrolment in the college.
 - Average is calculated on a minimum of 18 CUs most recently completed or an overall average.

Categories of Applicants

Regular Admission

Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

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.

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

Certificate in Professional Communication-Technical & Professional Writing [CTPW - Cert in Prof Comm-TechProfWrit] - 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?

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:

CTPW - In Cert in Tech Prof Writing - suggested Banner code and description

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

Engineering [EN]

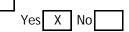
9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

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.

PRCO [Professional Communication] - suggested Banner code and description

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

Yes	Х	No	
Yes		No	Х



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

1 Is this a new program?

Is an existing program being revised?

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

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

Certificate in Professional Communication-Technical & Professional Writing [CTPW - Cert in Prof Comm-TechProfWrit] - suggested Banner code and description

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

Certificate in Professional Communication - Technical and Professional Writing

[CTPW - Cert in Prof Comm-TechProfWrit] - suggested Banner code and description

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

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

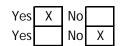
Engineering [EN] / School of Professional Dev [SPD]

6 Is this a replacement for a current program?

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

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

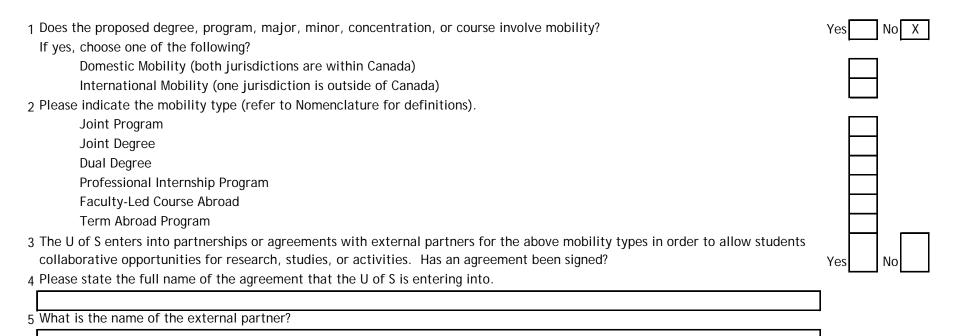
9 If this is a new non-degree or undergraduate level program, what is the expected completion time?



Yes No X

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.



6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

 $_{\rm 2}$ 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 <u>and</u> 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?

Yes No X Revised

Page 4 of 15

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.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

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

3 Have the s

4 Does the p

If NO, plea

5 Does this p agogi iy sp

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.

a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?		
a new subject area(s) or orienings what conege / Department is the academic authority for this new subject area?	1	
subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?	J	
]	
program timetable use standard class time slots, terms, and sessions?	Yes No	
ase describe.	•	
program, due to pedagogical reasons, require any special space or type or rooms?	Yes No	

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS except as noted below

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

Yes, through the centrally-administered online application

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

YYYY09 and YYYY01

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

June 30 for the YYYY09 term and November 15 for the YYYY01 term

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?

Yes

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.)

Students will be competitively ranked (based upon average)

Must meet two criteria:

1 - must have completed RCM 200.3 or 300.3 or demonstrate proficiency in English

2 - must have completed 60 cu's of post-secondary studies

Average is calculated on a minimum of 18 cu's most recently completed or an overall average for undergraduate students. For graduate students, look at overall average.

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?)

Admissions Office

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, 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). \$6,828.30 Yes X 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 Spring Convocation 2023

4

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

25 - 30 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)?

If YES, what and by what date?

Yes No X

Yes X No

Section 12: Registration Information

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	
Will students register themselves?	Yes X No
If YES, what priority group should they be in?	
As per current set-up	
Section 13: Academic History Information	
Will instructors submit grades through self-serve?	Yes X No
Who will approve grades (Department Head, Assistant Dean, etc.)?	
As per current set-up	
Should classes count towards T2202s?	Yes X No
Section 14: T2202 Information (tax form)	Yes X No
Should classes count towards T2202s?	Yes X No Yes No X
Section 14: T2202 Information (tax form) Should classes count towards T2202s? Section 15: Awards Information	

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

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?	7	
2 What is the effective date of this termination?	J	
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?	1	
5 If not, what alternate arrangements are being made for these students?	-	
6 When do you expect the last student to complete this program?	J	
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	1		
Non standard per credit	,		
Non standard per term			
Other '	/		
Program Based'	/		
* See attached documents for further details	لـــــا		
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?			
Yes, TC07	1		
3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	1		
	1		
4 Does proponent's proposal contain detailed information regarding requested tuition?	Yes	No	
If NO, please describe.	L	L	
	1		
5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1		
	1		
6 IPA Additional comments?	1		
	1		
7 Will students outside the program be allowed to take the classes?	1		
As per current set-up	1		
8 If YES, what should they be assessed? (This is especially important for program based.)	1		
Standard undergraduate tuition	1		
9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	1		
Yes	1		
0 Do standard cancellation fee rules apply?	1		
Yes	1		
Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	1		
No	1		
2 Are you moving from one tuition code (TC) to another tuition code?	Yes	No	Х
If YES, from which tuition code to which tuition code?	Ľ		<u> </u>
	1		
I Are international students admissible to the program? If yes, will they pay the international tuition differential?	1		
Yes, will pay the international tuition differential	1		
	L		

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

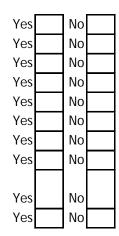
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





Archived: Monday, November 29, 2021 12:34:48 PM From: <u>Warrington, Seanine</u> Sent: Thu, 25 Nov 2021 16:35:25 To: <u>Beck, Jennifer Isinger, Russ Bruce Sparling (AD Academic, Engineering)</u> Cc: <u>Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda</u> 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 To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>; 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>
Sent: Wednesday, November 24, 2021 2:57 PM
To: Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>
Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Storey, Amanda
<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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

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

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

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>> wrote:

2

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: <u>engr.academicdean@usask.ca</u>



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From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Sent: Wednesday, November 24, 2021 12:19 PM
To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering)
<<u>engr.academicdean@usask.ca</u>>;
Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>;
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
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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.



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

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> 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:

CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)

					Α	cademic Year					
		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenue											
Tuition revenue:											
Total # of domestic students (headcount)		45		55		65		75		85	Increase in Enrollment of 10 studen
Domestic tuition rate	\$	2,276.10	\$	2,367.04	\$	2,461.72	\$	2,560.18	\$	2,662.58	Based on 758.70/course (3 cu) (202
Total tuition revenue - domestic	\$	102,424.50	\$	130,187.20	\$	160,011.80	\$	192,013.50	\$	226,319.30	
Total # of international students (headcount)											Current CPC short certificates does
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)											
Total Revenue	\$	102,424.50	\$	130,187.20	¢	160,011.80	4	192,013.50	¢	226,319.30	
	ð	102,424.50	•	130,107.20	þ	100,011.00	ð	172,013.30	ð	220,317.30	
Expenditures											
Start-up costs	\$	-		n/a		n/a		n/a		n/a	
Salary and benefits:											
Faculty	\$	83,409.10	\$	85,097.18	\$	86,798.94	\$	88,534.91	\$	90 305 60	2% increase in salary/year
Sessionals or limited term instructional support	Ŷ	00,107.10	Ψ Ι	00,077.10	Ŷ		Ŷ	00,001.71	Ŷ	70,000.00	
Students											
Staff											
Honoraria											
Total salary and benefits	\$	83,409.10	\$	85,097.18	\$	86,798.94	\$	88,534.91	\$	90,305.60	
Scholarships and bursaries	\$	-									No Scholarships are offered for cert
· · · · · · · · · · · · · · · · · · ·											•

Comments ent/year 020-21) Avg increase in tution by 4% es not target International Students ertificate programs

Marketing and promotion	\$ -					Marketing and Promotion will not i
Materials and supplies	\$ -					None identified
Travel	\$ -					None identified
Equipment and IT	\$ -					None identified
Other costs (list in Comments)	\$ -					None identified
Total Expenditures	\$ 83,409.10	\$ 85,097.18	\$ 86,798.94	\$ 88,534.91	\$ 90,305.60	
Estimated Surplus or Deficit	\$ 19,015.40	\$ 45,090.02	\$ 73,212.86	\$ 103,478.59	\$ 136,013.70	If deficit in any given year, explain l

*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: A combined budget for the CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN), Technical and Professional Writing (CPC-TPW)) is attached. Since one certificate will not be offered without the other, only 1 Budgetary and Financial Implications (Master Worksheet) is attached for all 3 proposals

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.

t incur additional costs.

in how it will be managed



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

<u>Requirements</u>: Itemize start-up costs for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities

Instructions:

1. Areas shaded in <u>grey</u> denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

CPC Short Certificates (Persuasive Communication (CPC-PC), Leadership and Negotiation (CPC-LN),

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment	\$-	None identified
Marketing and promotion		Program is advertised to prospective students by inviting CPC certificate graduates to attend and talk to some 1st and 2nd year classes. No other significant resource is required.
	- р -	
		Program is currently offered as a CPC Certificate, which is being discontinued; all
Curriculum development	\$-	the courses from the CPC are being repurposed for these Short Certificates.
Facilities refurbishment	\$-	None identified
Equipment and IT	\$-	No additional IT/Equipemnt Needed
Library enhancements	\$-	None identified
Other (list in Comments)	\$ -	
Total Start-Up Costs	\$-	

<u>Notes:</u> The 6- course CPC Certificate was developed in 2007. With this new proposal, we will break the CPC into 3 short certificates, each that with different focus areas. Since the resources are already in place, there are no additional start-up resources required.

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.

Committee of Council.



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

<u>Requirements</u>: Provide detailed information to support the financial information noted in the worksheets. Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities Committee

Name of Program:

CPC Short Certificates

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 Short Certificates of Professional Communication will provide opportunities for further study for students in Engineering, Agriculture and Bioresources, and Kinesiology who have taken RCM 200 Effective Professional Communication. RCM 200 is a required course for all Engineering students, many Agriculture students, and an elective course in Kinesiology. Senior level courses in the Certificates are elective courses in some programs in Engineering and Agriculture. The Short Certificates will attract students who enjoy our senior level courses and welcome the opportunity to take on or two more courses to complete a short Certificate.

The short Certificates will also be available to students from across campus or to people in industry who wish to upgrade their communication skills

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.

No new faculty members will be recruited. The CPC Short certificates will be made up of courses that are already offered as a part of the College of Engineering curriculum. There will be no new faculty hired or course development needed.

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?).

The CPC short cCertificates will be offered synchronously and in-person. No additional support is required. Should we need to move to remote delivery, no new support is needed because these courses have been offered remotely during Covid-19 restrictions in 2020-21.

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.

These short Certificates are made up of courses that already exist as part of the curriculum in the Colleges of Enginering and Agriculture and Bioresources. Should we not get the expected enrolment in the Short Certificates, most of the courses would continue to be offered because they are electives in several programs in each college. We might decrease the frequency of the offering of some courses and perhaps cancel one or two courses that are not listed as electives in other programs.

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.

College of Engineering Salary Review

School of Professional Development

For the Period Ended September 30, 2021

For the fiscal year May 1, 2021 through April 30, 2022

Org Code:

1342

Name	Employment Group	Annual Budget	or CPC short certif	otal Expenditure SB for C	I
Moffatt, John	Faculty	173,345.00	0.1	17334.5	0.4 FTE for Teaching, out of 4 courses with 25 students each, 5 ar
					Teaching accounts for 40% of workkload of the 1 FTE. 1.5 c
Rolfes, Debbie	Faculty	174,094.00	0.15	26113.5	course (which is shared with Corey as co instructor)
Urquhart, Burton	Faculty	78,108.00	0	0	
Bennetch, Rebekah	Faculty	127,828.00	0.1	12782.8	Teaching accounts for 80% of 1FTE. Teaches 7 courses, capped a
					1 FTE for teaching, Teaches 5 courses per year—three sect taught (in alternating years). I estimate 6 or 7 of the studer
Owen, Corey	Faculty	138,266.00	0.1		on the year; I believe all of them are in the CPC
Wills, Jeanie	Faculty	133,517.00	0.1	13351.7	0.4 FTE for Teaching, out of 4 courses with 25 students each, 5 ar
				83409.1	

Column1

are CPC short certificate students. Total FTE calculated for estimat of contribution to the CPC short sertificates 0.1 5 courses associated with the CPC, capped at 20 and 25. On average 10 students in full course are CPC students and 15 are in the half

at 22 students. It is estimated that 10 are CPC students of all the courses taught ctions of RCM 200, RCM 408 or 410, and RCM 495 (w/ Deb). RCM 408 and 410 usually has roughly 12-14 students each time they are lents in each class are in the CPC (often they are they same students). RCM 495 has anywhere from roughly 7-16 students, depending

are CPC short certificate students. Total FTE calculated for estimat of contribution to the CPC short sertificates 0.1



Report Form for Program Termination

Program(s) to be deleted: Certificate of Professional Communication (CPC)

Effective date of termination: 202205

1. List reasons for termination and describe the background leading to this decision.

Creation of a series of three short-certificates in Professional Communication, replacing the Certificate of Professional Communication (CPC).

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

The SoPD currently offers ten courses that are part of the CPC. Many of these are also listed as electives in programs in the College of Engineering and the College of Agriculture and Bioresources. All these courses will continue to be offered as part of the short-certificates and will be still available to be included as electives in other programs. There will be no change in the teaching or administrative resources required because the short-certificates will offer all the same courses to the same students but in a different configuration.

RCM 400 Rhetorical Theory and Practice of Persuasion RCM 401 Oral Rhetoric RCM 402 Interpersonal Communication and Rhetoric RCM 404 Leadership as Communication RCM 406 Studies in Communication Series RCM 407 Rhetorical Editing RCM 408 Rhetorical Composition: Writing for the Public RCM 409 Negotiation as Rhetorical Practice RCM 410 Rhetoric of Science and Technology RCM 495 Rhetorical Peer Mentorship

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

The administrative support for the CPC provided by the Engineering Students Centre should c ontinue to be provided to the short certificates. There will be no change in resources needed.

2.3 Courses to be deleted, if any.

No courses will be deleted; all will be included in one or more of the short-certificates.

2.4 Number of students presently enrolled.

There are currently 35 students enrolled in the CPC.

2.5 Number of students enrolled and graduated over the last five years.

Over the past five years, there have been 30-40 enrolled students in the CPC certificate each year and 60 have graduated from the program thus far.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

This termination will have no effect on students. Because all courses are being included in the new short-certificates, students in the midst of completing the CPC will have the option to complete the 6-course CPC or choose one or more of the short-certificates to complete. When the termination of the CPC is complete and the new short-certificates are established, the enrolled students will be notified of the change and their options through an email notification and a town hall meeting of all registered students.

3.2 What impact will this termination have on faculty and teaching assignments?

This termination will have no impact on teaching assignments.

3.3 Will this termination affect other programs, departments or colleges?

Some of the courses that make up the CPC are listed as electives in other programs. However, all the courses will remain as part of the offerings of the SoPD; no other units will be affected negatively by the termination of the CPC and its replacement by three Short Certificates.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No courses will be deleted.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

We are proposing a series of three Short Certificates that will replace the CPC.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

There will be no impact research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

There will be no cost savings with the termination of the CPC. All the courses offered in the CPC are being repurposed and offered as courses in the Short Certificates that will replace the CPC. Ideally the Short Certificates will attract more students and the Short Certificates should generate more tuition than the CPC.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

The College of Engineering is developing a reputation for the innovative inclusion of a School of Professional Development within the college. The termination of this 6-course CPC and its replacement with three Short Certificates further demonstrates the College's commitment to ensuring that more of its graduates are able to leave the college with enhanced professional skills.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No.

<u>Other</u>

3.12 Are there any other relevant impacts or considerations?

None.

3.13 Please provide any statements or opinions received about this termination.

Title: Termination of Certificate in Professional Communication [CPC]

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.

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

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

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

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

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

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х	
Yes	No	Х	

Yes

No

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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?

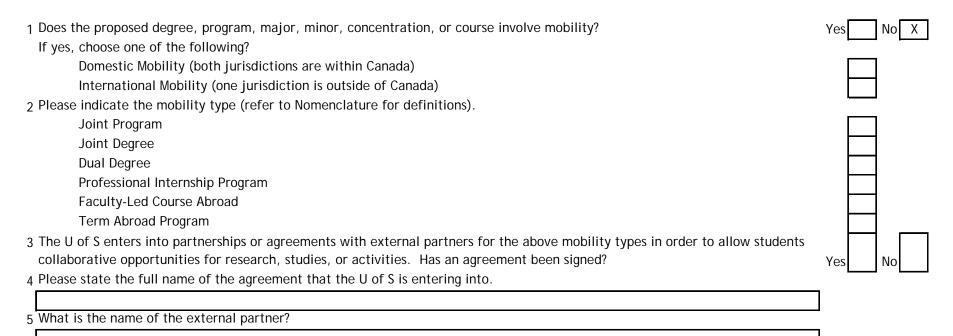
Yes	No	Х
Yes	No	Х

Yes

No

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.



6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

 $_{\rm 2}$ 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?

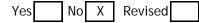
4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area <u>and</u> what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

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?

Yes No X Revised



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

1 Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

Section 7: Course Information - NOT APPLICABLE

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

2

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

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

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

If NO, please describe.

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

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?

No

Yes

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, 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).

Effective Term: 202205

Title: Termination of Certificate in Professional Communication [CPC]

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)? If YES, what and by what date? Yes No

Section 12: Registration Information - NOT APPLICABLE

What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate
degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve?

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

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s?

Section 15: Awards Information - NOT APPLICABLE

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

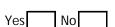
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

To qualify the program must meet the following requirements:

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



Yes

Yes

Yes

No

No



1 Is this a program termination?	Yes X	No	٦
If yes, what is the name of the program?	L		
Certificate in Professional Communication [CPC Cert in Prof Communication]	7		
2 What is the effective date of this termination?	-		
202205 [May 2022]	1		
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 X		-
A search in Degree Works for active students returns 6; could be other students taking this that are already in an undergraduate			
program and will not have this program on their record			
If yes, will they be able to complete the program?			
Students will be given the option to complete this certificate or choose one of the new certificates	٦		
5 If not, what alternate arrangements are being made for these students?	1		
	٦		
6 When do you expect the last student to complete this program?	1		
Spring Convocation 2023	1		
7 Is there mobility associated with this program termination?	Yes	No >	K
If yes, please select one of the following mobility activity types.			
Dual Degree Program			
Joint Degree Program			
Internship Abroad Program			
Term Abroad Program			
Taught Abroad Course			
Student Exchange Program			
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes	No	

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1	How will tuition be assessed?			
	Standard Undergraduate per credit			
	Standard Graduate per credit			
	Standard Graduate per term			
	Non standard per credit*			
	Non standard per term*			
	Other *			
	Program Based*			
	* See attached documents for further details			
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?			
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?			
		_		
4	Does proponent's proposal contain detailed information regarding requested tuition?	Yes	No	
	If NO, please describe.	_		
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?			
6	IPA Additional comments?	1		
7	Will students outside the program be allowed to take the classes?	1		
8	If YES, what should they be assessed? (This is especially important for program based.)	I		
~	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	l		
9	bo standard student ree assessment cirteria apply (run-time, part-time, on-campus versus on-campus)?			
10	Do standard cancellation fee rules apply?	l		
10		1		
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	I		
		1		
12	Are you moving from one tuition code (TC) to another tuition code?	Yes	No	٦
	If YES, from which tuition code to which tuition code?			
		l		
13	Are international students admissible to the program? If yes, will they pay the international tuition differential?	ł		
5				

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

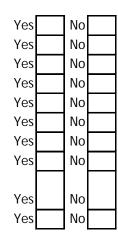
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





Archived: Monday, November 29, 2021 12:34:48 PM From: <u>Warrington, Seanine</u> Sent: Thu, 25 Nov 2021 16:35:25 To: <u>Beck, Jennifer Isinger, Russ Bruce Sparling (AD Academic, Engineering)</u> Cc: <u>Pajic, Aleksandra Doell, Jason Zagiel, Eileen Storey, Amanda</u> 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 To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>; 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>
Sent: Wednesday, November 24, 2021 2:57 PM
To: Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>
Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Storey, Amanda
<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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>> wrote:

2

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: <u>engr.academicdean@usask.ca</u>



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From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Sent: Wednesday, November 24, 2021 12:19 PM
To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering)
<<u>engr.academicdean@usask.ca</u>>
Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eeileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>
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

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UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Change to Admissions Qualifications for the Master of Arts in Linguistics programs
MOTION:	(Oates/Deters) It is recommended that Council approve the changes to the admissions qualifications for the Master of Arts in Linguistics programs, 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 (CGPS) and the Department of Linguistics is proposing a change to the admissions requirements for MA programs in Linguistics to require that students have a minimum of 12 credit units of Linguistics or Applied Linguistics courses at the undergraduate level. This change will ensure that applicants have sufficient background in linguistics to be successful in graduate level study.

CONSULTATION:

The CGPS Graduate Programs Committee reviewed the proposed change at its November 30, 2021 meeting and agreed that this change would help ensure the required understanding of linguistics for students entering graduate programs in Linguistics. At the same meeting the proponents had discussed removing the requirement that students have an honours degree, but this request was withdrawn and therefore CGPS, and subsequently the Academic Programs Committee, only considered the proposed increase in the number of undergraduate credits in linguistics or applied linguistics. The Academic Programs Committee reviewed this request at its January 5, 2022 meeting and had no concerns.

ATTACHMENTS:

1. Proposal of Curricular Change – Admissions Change for the Master of Arts in Linguistics programs

ATTACHMENT



116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

MEMORANDUM

To:	Academic Programs Committee of Council
Сору:	Olga Lovick, head, Department of Linguistics
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Dec. 3, 2021

Re: Department of Linguistics: revised requirement for admission to Linguistics Master's programs

At its November 30 meeting, the CGSPS Graduate Programs Committee reviewed two proposals from the Department of Linguistics to revise admission requirements to its Master's programs:

• The department requested that students be admitted with a **four-year honours** BA degree, or equivalent, from a recognized college or university in **linguistics or** an academic discipline relevant to the proposed field of study. This request was **withdrawn** by the department following discussion and additional communication.

• The department also requested that prospective students have credit for a minimum of 9-12 credit units of Linguistics or Applied Linguistics courses at the undergraduate level. Determination of Equivalence of a course may require a submission of course syllabus. This request was approved by the Graduate Programs Committee and is now recommended to APC.

Attached please find the documentation regarding these proposals.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at <u>gradprograms.academicaffairs@usask.ca</u>

To: the CGPS Graduate Academic Affairs Committee

From: Zhi Li (Graduate Chair, MA Program in Linguistics)

CC: Olga Lovick (Department Head, Linguistics)

Date: Nov. 24, 2021

Re: Proposal for minor changes in admission requirements for the MA program in Linguistics

Dear Graduate Academic Affairs Committee,

We are writing to propose the following changes to the two items in the admission requirements for the MA program in Linguistics (currently under the name of "Applied Linguistics").

- a four-year honours BA degree, or equivalent, from a recognized college or university in linguistics or an academic discipline relevant to the proposed field of study
- a minimum of 9–12 credit units of Linguistics or Applied Linguistics courses at the undergraduate level. Determination of Equivalence of a course may require a submission of course syllabus.

The first change is about the potential confusion of the term 'honours degree' as it may vary from country to country and some institutions may not confer such an 'honours degree'. So, to avoid applicants' confusion, we propose to use the more generic term 'BA degree' to replace 'honours degree'.

For the second change, the faculty members in the Department of Linguistics have noticed that a lack of sufficient courses in linguistics or applied linguistics tends to affect graduate students' academic performance as well as performance in other duties such as tasks assigned to teaching or research assistants. Therefore, we would like to raise the minimum course requirement to attract the applicants with better preparations through a minimum of 12 credit units of Linguistics or Applied Linguistics.

The motion of changing the aforementioned admission requirement has been discussed and carried in the Department of Linguistics, as recorded in the attached Meeting Minutes (Item 6).

Zhi Li

Assistant Professor & Graduate Chair Department of Linguistics College of Arts & Science | University of Saskatchewan Phone: +1 306-966-7814; Email: z.li@usask.ca

Academic Affairs Grad Programs

From:	Li, Zhi
Sent:	Thursday, December 2, 2021 9:44 AM
То:	Academic Affairs Grad Programs; Lovick, Olga
Cc:	Walker, Ryan
Subject:	Re: Update on your request to revise Linguistics admission requirements

Hi Cathie,

Many thanks for the update. We appreciate the approval of the change of linguistics-related credit requirement and the clarification about the degree requirement.

Please ignore our request for the change of degree requirement. We will follow the CGPS policy and use the suggested wording for the degree requirement on the program webpage.

Best,

Zhi

Zhi Li Assistant Professor & Graduate Chair Department of Linguistics College of Arts & Science | University of Saskatchewan Arts Building Room 908, Saskatoon, SK, Canada Phone: +1 306-966-7814 Email: z.li@usask.ca Skype: d9401lizhio9

From: Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>
Sent: November 30, 2021 5:52 PM
To: Lovick, Olga <olga.lovick@usask.ca>; Li, Zhi <z.li@usask.ca>
Cc: Walker, Ryan <ryan.walker@usask.ca>
Subject: Update on your request to revise Linguistics admission requirements

Hello Olga and Li

The Graduate Programs Committee met today and reviewed your request of Nov. 24 to change admission requirements for the MA in Linguistics.

The committee approved the proposal to require 12 credit units in undergraduate linguistics courses, and to recommend that students have an undergraduate degree in linguistics if possible.

Regarding the terminology of the undergraduate honours degree requirement, it was noted that the College of Graduate and Postdoctoral Studies has set a minimum entrance requirement of "a four-year honours degree or equivalent" for Master's programs.

https://cgps.usask.ca/policy-and-

procedure/Admissions/requirements.php#13MASTERSENTRANCEREQUIREMENTS

Therefore the committee could not approve deleting or changing the Honours degree requirement for Linguistics.

The department might want to consider using the College wording in its admission requirements as a way to make this standard clearer. This section of College admission requirements reads as follows:

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

Regarding next steps, I will have to consult with the Academic Programs Committee to determine whether the change in admission requirements approved by the college will also require University-level approval (either at the Academic Programs Committee or through the University Course Challenge process) and I will let you know.

Cathie

Cathie Fornssler Committee and Program Administrator 306-955-9251



Committee and Program Administration College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

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

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.

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

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

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

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

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

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х
Yes	No	Х

Yes

No

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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?

Yes	No	Х
Yes	No	Х

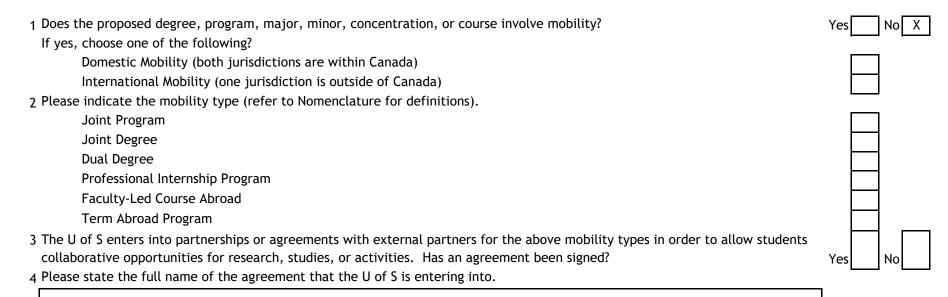
Yes

No

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

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.



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

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



Page 4 of 15

Yes	No	Х	Revised	
-----	----	---	---------	--

	Yes N	lo X	Revised
--	-------	------	---------

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

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.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

Page 7 of 15

Yes

Yes

No

No

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?

If NO, please describe.

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

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.

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

Section 8: Admissions, Recruitment, and Quota Information

NOTE: This change is for the Master of Arts-Thesis [MA-T-GP] program and Linguistics [LING] Major; all questions not answered are "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.)

Change the following requirement from "9 credit units" to:

Prospective student have credit for a minimum of 12 credit units of Linguistics or Applied Linguistics courses at the undergraduate level. Determination of equivalence of a course may require a submission of course syllabus.

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?)

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

Yes

No

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.

Effective Term: 202305

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

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)?

If YES, what and by what date?

Yes No X

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

Section 12: Registration Information - AS PER CURRENT SET-UP

1 What year in program is appropriate for this program (NA or a numeric year)? (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?
- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

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

1 Should classes count towards T2202s?

Section 15: Awards Information	- AS PER CURRENT SET-UP
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1 Will terms of reference for existing awards need to be amended?

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

Section 16:	Government of	⁷ Saskatchewan	Graduate Ret	ention (Tax)	Program -	AS PER	CURRENT	SET-UP
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1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

To qualify the program must meet the following requirements:

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

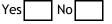


No

No

Yes

Yes







Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?		
]	
2 What is the effective date of this termination?	-	
]	
3 Will there be any courses closed as a result of this termination?	Yes	No
If yes, what courses?	7	
4 Are there currently any students enrolled in the program?	Yes	
If yes, will they be able to complete the program?	163	
	1	
5 If not, what alternate arrangements are being made for these students?	J -	
6 When do you expect the last student to complete this program?]	
]	
7 Is there mobility associated with this program termination?	Yes	No
If yes, please select one of the following mobility activity types.		
Dual Degree Program		
Joint Degree Program		
Internship Abroad Program		
Term Abroad Program		
Taught Abroad Course		
Student Exchange Program		
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the		
International Office been informed of this program termination?	Yes	No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?	
Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	
* See attached documents for further details	·
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?	1
3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?]
	1
4 Does proponent's proposal contain detailed information regarding requested tuition?	Yes No
If NO, please describe.	
	1
5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1
	1
6 IPA Additional comments?	
]
7 Will students outside the program be allowed to take the classes?	1
8 If YES, what should they be assessed? (This is especially important for program based.)]
	1
9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	1
10 Do standard cancellation fee rules apply?	J
10 bo standard cancettation ree rules apply:	1
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?	1
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.

Title: Admission Requirement Change for Master of Arts-Thesis and Linguistics Major

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- ${\bf 8}$ Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

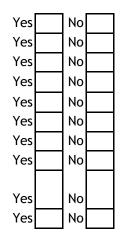
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2021
SUBJECT:	Change to Admissions Qualifications for the Doctor of Dental Medicine Program
MOTION:	(Oates/Deters) It is recommended that the Council approve the changes to the admissions qualifications for the Doctor of Dental Medicine 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 Dentistry is proposing changes to the admissions qualifications required for admission into the DMD program to remove reference to USask specific courses. This change will ensure that applicants from outside USask are better able to understand what courses are required. The change will also remove the onerous work of transfer credit assessment that must be done for non-USask applicants. The move from USask specific perquisites to listing general pre-requisites will put USask in line with other Canadian dental schools and will allow all applicants more flexibility in meeting the admissions requirements.

CONSULTATION:

The Academic Programs Committee reviewed this request at its January 5, 2022 meeting and agreed with the rationale for the change. The committee appreciated this change will ensure that applicants have a firm grounding in science and physiology, while allowing more flexibility. The committee also appreciated the administrative burden that will be relieved with this change.

ATTACHMENTS:

1. Proposal of Curricular Change – Admissions Change for the Doctor of Dental Medicine Program



UNIVERSITY OF SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Doctor of Dental Medicine (DMD)

Field(s) of Specialization: Dentistry

Level(s) of Concentration:

Option(s):

Degree College: Dentistry

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

Dr. Walter Siqueira, Associate Dean Academic, <u>walter.siqueira@usask.ca</u>, 306-966-1920

Ms. Merissa McCormick, Admissions Coordinator, <u>merissa.mccormick@usask.ca</u>, 306-966-5117

Proposed date of implementation: 2023-2024 Academic Year

Proposal Document

Please provide information that 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.

The College of Dentistry is requesting approval to change current admission prerequisite courses from specific USask courses to general courses.

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

The rationale for this change is due to the transfer credit evaluation process being extremely time consuming, labour intensive and often results in applicants not meeting our prerequisites. We currently require applicants to complete 39 credit units of specific prerequisites. Courses

taken at other institutions must be the direct equivalent to our University of Saskatchewan courses. Each year over 300 courses are evaluated for transfer credit equivalency. Some of the departments completing the evaluations have questioned the necessity of evaluating these courses for direct equivalency. Additionally, some Canadian universities do not offer direct equivalents to our prerequisite courses. If applicants are wanting to meet our requirements, this obligates them to complete additional course work at an alternate institution. Last year, almost half of our ineligible applicants were due to not meeting the required prerequisite courses. Currently, 5 of the 8 English speaking Canadian dental schools only require general prerequisites. This change will bring the College of Dentistry in line with the practices of other Canadian dental schools and provide students from other institutions greater flexibility in meeting the prerequisite courses thus increasing the applicant pool.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry. In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program. When existing courses are listed, please include the course title as well as the course number.

Not applicable. The DMD program is an established degree program. Proposed change is for an existing policy.

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program will be handled within the existing resources of the department or college (e.g., faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc.) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

Not applicable. Additional resources are not required.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

1. Impact on Departmental Activities

Not applicable. The proposed change will not impact any departmental activities.

2. Impact on Students/Applicants

The proposed change will have significant impact on applicants. Applicants studying outside of USask or the UofR will have more flexibility in courses that can be taken to meet the prerequisites thus increasing the number of eligible applicants to our program.

3. Impact on Other Colleges/Departments

Not applicable.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program.

Not applicable. Budgetary changes are not required for the proposed change.

College Statement

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

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

The College of Dentistry is requesting approval to change our required prerequisites from specific to general courses. For example, we would like to change our requirements from CHEM 112.3 to 3 credit units in General Chemistry.

We would require the following pre-dentistry courses:

Current Requirements	Proposed Change
BIOL 120.3 & BIOL 121.3	Biology – 6 credit units
CHEM 112.3	General Chemistry – 3 credit units
CHEM 250.3	Organic Chemistry – 3 credit units
PHYS 115.3	General Physics – 3 credit units
BMSC 200.3	Biochemistry – 3 credit units
BMSC 230.3	Metabolism Biochemistry – 3 credit units
PHSI 208.6	Physiology – 6 credit units
BMSC 210.3	Microbiology – 3 credit units
NUTR 120.3	Nutrition – 3 credit units
Social Science/Humanities – 6 credit units	Social Science/Humanities – 6 credit units

This change will significantly increase the pool of eligible applicants to the DMD program and reduce the time required by the departments, Transfer Credit Office and Dentistry Admissions evaluating these courses.

The College of Dentistry presented the proposed change to the admission requirements to the Admissions Committee. The vote was unanimous in favour of the change.

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.

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

Required for all submissions: Required for all new courses:

- □ Consultation with the Registrar form
- Course proposal forms

OR 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

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.

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

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

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

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

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

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х
Yes	No	Х

Yes

No

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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?

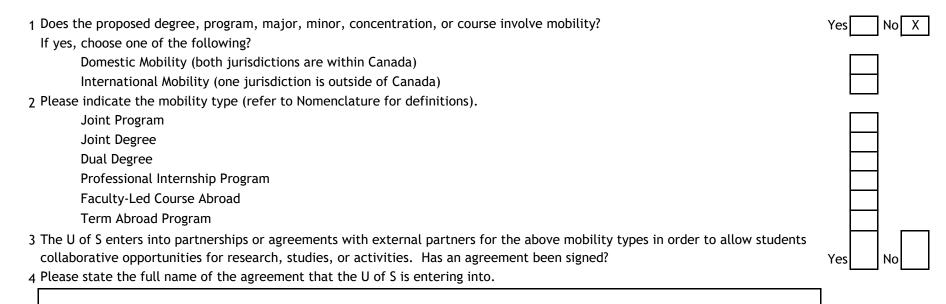
9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Yes	No	Х
Yes	No	Х

Yes No

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.



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

 ${\bf 2}$ 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 <u>and</u> 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?

Yes No X Revised

Yes No X Revised

Title: Admission Changes

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.

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.)?

Yes	No	Х	
Yes	No	Х	
Yes	No	Х	

Yes

Yes

No

No

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?

If NO, please describe.

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

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 INFORMATION NOTED BELOW

NOTE: These changes apply to the DMD [Doctor of Dental Medicine] program.

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.)

Proposed Change to Required Prerequisites: Biology - 6 credit units General Chemistry - 3 credit units Organic Chemistry - 3 credit units General Physics - 3 credit units Biochemistry - 3 credit units Metabolism Biochemistry - 3 credit units Physiology - 6 credit units Microbiology - 3 credit units Nutrition - 3 credit units Social Science / Humanities - 6 credit units

- 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 - 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)?

If YES, what and by what date?

Yes No X

Section 12: Registration Information - AS PER CURRENT SET-UP

What year in program is appropriate for this program (NA or a numeric year)?
 (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

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

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

1 Should classes count towards T2202s?

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

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

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

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

To qualify the program must meet the following requirements:

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



No

No

Yes

Yes

Yes No	
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Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?	_	
2 What is the effective date of this termination?	7	
3 Will there be any courses closed as a result of this termination?	Yes	
If yes, what courses?	163	
4 Are there currently any students enrolled in the program?	Yes	No
If yes, will they be able to complete the program?	ــــ م	
5 If not, what alternate arrangements are being made for these students?	J	
6 When do you expect the last student to complete this program?	J	
7 Is there mobility associated with this program termination?	Yes	No
If yes, please select one of the following mobility activity types.		
Dual Degree Program		
Joint Degree Program		
Internship Abroad Program		
Term Abroad Program		
Taught Abroad Course		
Student Exchange Program		
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes	No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

	Standard Undergraduate per credit		
	Standard Graduate per credit		
	Standard Graduate per term		
	Non standard per credit*		
	Non standard per term*		
	Other *		
	Program Based*		
	* See attached documents for further details		
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?		
Г		1	
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	1	
Γ		1	
4	Does proponent's proposal contain detailed information regarding requested tuition?	Yes	No
	If NO, please describe.	<u> </u>	
Г		1	
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1	
Γ		1	
6	IPA Additional comments?	1	
Г		1	
7	Will students outside the program be allowed to take the classes?	1	
Γ		1	
8	If YES, what should they be assessed? (This is especially important for program based.)	1	
Г		1	
9	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	1	
Г		1	
10	Do standard cancellation fee rules apply?	1	
Γ		1	
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	1	
Г		1	
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?		
Γ		1	
13	f international students are admissible to the program, will they pay the international tuition differential? If YES, explain the	' Γ	
i	amount.	Yes	No
E C		, –	

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.

Title: Admission Changes

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

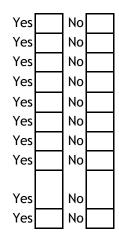
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Change to the Technological Innovation Certificate
COUNCIL ACTION:	For Information Only

SUMMARY:

At its meeting of December 15, 2021, the Academic Programs Committee approved a reduction of 3 credit units for the Technological Innovation Certificate. Given that this reduction in credit units introduces a corresponding reduction in tuition, it is APC's purview to review and approve the change.

The Academic Programs Committee recognised that the minor changes to this certificate program will keep it vibrant and accessible to students and will align with curricular changes both in the College of Engineering and the Edwards School of Business, which provides some of the required and elective courses for this program.

ATTACHMENTS:

1. Change to the Technological Innovation Certificate



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Reduction of number of credit units in the Technological Innovation Certificate

Degree(s): Technological Innovation Certificate

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Tate Cao La Borde Chair in Engineering Entrepreneurship & Assistant Professor Ron and Jane Graham School of Professional Development 306 966 2135 tate.cao@usask.ca

Proposed date of implementation: May 2022

Proposal Document

The Technological Innovation Certificate (TIC) program was introduced in 2019 by the College of Engineering to replace the Engineering Entrepreneurship Option (EEO). The program comprises a total of 29 Credit units.

The current proposal seeks to alter the requirement of the certificate program. The change will include removing one core course (COMM346.3 Technology Commercialization), and introducing one new course (COMM341.3 Entrepreneurial Thinking and Innovation) as the elective. The proposed change will reduce the required core credit units by 3 credits units, and keep the number of credit units for electives the same:

- Delete the required course COMM 346.3 from Technological Innovation Certificate,
- Decrease the number of required courses credit units from 20 to 17,
- Decrease the number of required credit units from 29 to 26,
- Add COMM 341.3 as an elective for Technological Innovation Certificate.

For the students in the already in the certificate program, COMM 341.3 can be taken in lieu of COMM 346 to fulfil the degree requirements.

Given TIC is an existing program, the College is not requesting that a program be added or removed from our suite of offerings. Instead, the College is seeking approval to reduce the total number of credit units in the program. If approved, the change will result in the reduction of 3 credit units in the program, to the new total of 26 credit units.

Academic justification:

Removing COMM 346.3 as the required course would address the issue with large number of required credits for the students pursuing the Technological Innovation Certificate.

The Edwards School of Business created a new course, COMM 341.3 Entrepreneurial Thinking and Innovation (May 2021 UCC), to address their students' feedback, and to eventually replace COMM 346.3 Technology Commercialization course. The new course will be used as a capstone for the Certificate of Entrepreneurship.

After examining the current Technological Innovation Certificate, it was determined that the certificate had a higher credit requirement (29) compared to the counterpart offerings such as Certificate of Entrepreneurship (24) and Certificate of Business (24) offered by the Edwards School of Business.

Furthermore, the TIC has four capstone level courses: GE 431.3 Engineering Entrepreneurship Capstone, GE 495.6 General Engineering Design Capstone, COMM 341.3 Entrepreneurial Thinking and Innovation, and COMM 447.3 Entrepreneurship & Venture Development. While these courses all provide valuable skills, the high level of commitment is a barrier for the student.

Budget:

The proposed curricular changes will have no impact on the department resources. Tuition revenues generated by the Technological Innovation Certificate program are expected to decrease in the immediate future but increase in the long run.

COMM346.3 was a part of the Technological Innovation Certificate program but offered through the Edwards School of Business and listed under the Category 4 tuition rate.

Category 4 Undergraduate tuition rates (September 2021 - August 2022) are \$291 per credit unit for domestic students, and \$873 per credit unit for international students. As COMM 346 is a 3-credit unit course, a cost for domestic student is listed as \$873, and \$2,619 for an international one.

By removing this course from the list of required courses in the program, the total number of credit units in the Technological Innovation Certificate will decrease by 3 credits units. The course's replacement (COMM341.3) will, however, continue to be offered, and will be on the list of electives for the students in the program, so the loss of tuition will not necessarily apply to all student in the program.

It is worth pointing out that the reduction of the course credit will potentially remove the barrier of high credit commitment and increase the enrollment of the program. This might in turn ultimately increase the tuition revenue.

College Statement

The College of Engineering is supportive of this change. This proposal was endorsed by the Ron & Jane Graham School of Professional Development, then approved by the Undergraduate Academic Programs Committee on November 8, 2021 and discussed during Faculty Council meeting on November 17, 2021.

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: engr.academicdean@usask.ca

Technological Innovation

Certificate (Cert.)

The Technological Innovation Certificate program introduces students to business fundamentals and to the processes necessary to design and commercialize technologically-innovative solutions. Students who complete the program will have the knowledge, skills, and abilities necessary to identify good problems involving tech innovation opportunities, to design solutions to those problems, and to commercialize their innovations.

Certificate Requirements (296 credit units)

Required Courses (20-17 credit units)

- <u>COMM 201.3</u> Introduction to Financial Accounting
- <u>COMM 346.3</u> Technology Commercialization
- COMM 447.3 Entrepreneurship & Venture Development
- <u>GE 431.3</u> Engineering Entrepreneurship Capstone
- GE 451.1 Intellectual Property Fundamentals
- GE 490.1 Guest Seminar Series
- **<u>GE 495.6</u>** Technological Innovation Capstone Design Project

Elective Courses (9 credit units)

Students must select 9 credit units from the following, at least 3 credit units of which must be COMM courses:

- <u>COMM 204.3</u> Introduction to Marketing
- COMM 205.3 Introduction to Operations Management
- COMM 211.3 Human Resource Management
 - <u>COMM 341.3 Entrepreneurial Thinking and Innovation</u>
- GE 450.3 Technology Innovation Management

- <u>RCM 402.3</u> Interpersonal Communication and Rhetoric
- <u>**RCM 404.3**</u> Leadership as Communication
- RCM 409.3 Negotiation as Rhetorical Practice

Note

Students who are registered in the Bachelor of Science in Engineering and have completed an alternative capstone design course may substitute the "<u>GE 495.6</u> Technological Innovation Capstone Design Project" requirement in this program with their existing capstone course, provided they also complete <u>GE 496.3</u> Technological Innovation Design Project. The capstone design courses are as follows:

- <u>CE 495.6</u> Capstone Design Project
- <u>CHE 495.6</u> Process Engineering and Design II
- <u>CME 495.6</u> Capstone Design Project
- **EE 495.6** Senior Design Project
- **ENVE 495.6** Capstone Design Project
- **<u>EP 495.6</u>** Capstone Design Project
- <u>GEOE 495.6</u> Capstone Design Project
- <u>ME 495.6</u> Industrial Design Project

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Changes to the Mining Option in Mechanical Engineering Program

SUMMARY:

At its meeting of December 15, 2021, the Academic Programs Committee approved changes to the mining option in the Mechanical Engineering program. The changes include a variety of changes in required and elective courses and will slightly alter the number of credit units associated with the option (an increase of 1 credit unit), which will have a subsequent impact on student tuition.

The Academic Programs Committee recognised that these changes are in response to the redesign of the first year program, which changed first year course requirements for all students in Engineering programs.

ATTACHMENTS:

1. Changes to the mining option in the Mechanical Engineering Program



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Changes to the Mining Option in Mechanical Engineering program

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

Field(s) of Specialization: Mechanical Engineering

Level(s) of Concentration:

Option(s): Mining Option

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): James D. Bugg B.E., M.A.Sc., Ph.D., P.Eng. Professor and Department Head of Mechanical Engineering Mechanical 306 966 5469 jim.bugg@usask.ca

Proposed date of implementation: 202205

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:

In response to the first-year program redesign, the Department of Mechanical Engineering is planning the following program changes to the Mining option:

- Replace the second-year Science elective with GEOL 121.3 Earth Processes
- Replace EPIP 401.0, EPIP 402.0 and EPIP 403.0 with ECIP 200.1, ECIP 400.0, ECIP 401.0 and ECIP 402.0

- Move the courses in the third-year Science electives list in the current Mining option to the list of Technical electives in the fourth year for this option, and making the list from the combined courses 'Elective Pool A' Remove GEOE 315.3 (Mine Ventilation) from the list of electives (Pool A) for the Mining Option
- Add ME 496.3 (Machine Design II) to the list of Pool B electives for the Mining option.

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 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.

With these changes, the total number of credit units for a student in the Mining option will be one more than for the student not enrolled in the Mining option (153 compared to 152 CUs). The extra one credit unit comes from ECIP 200.1, which every student enrolled in the Co-op program must take. The revised curriculum for the Mining option is attached.

2. Admissions

Admission into each of the undergraduate majors offered by the College of Engineering, is established in the <u>Admission into Major</u> policy. Admission into major average is based on the highest weighted average based on any combination of courses from the new first year curriculum that adds up to at least 18 credit units (and no longer a set of prescribed courses). Following the receipt of all applications to the engineering majors, the College of Engineering will rank undergraduate applications on the basis of student preference and 'admission into major average' from highest to lowest average until quotas for majors are reached.

Once admitted into Mechanical Engineering major students can choose if they want to take the Mining option.

3. Description of the program

The option is structured as a package of seven required courses (10 credit units), and a set of elective courses (from which 6 CUs have to be taken). A unique feature of the option is a compulsory co-op internship of at least 12 months duration.

Requirement (16 credit units)

Required Courses (10 credit units)

ECIP 200.1 Introduction to Engineering Cooperative Internship ECIP 400.0 Engineering Co-op Internship Program Work Placement I ECIP 401.0 Engineering Cooperative Internship Program Work Placement II ECIP 402.0 Engineering Cooperative Work Placement III GEOE 377.3 Fundamentals of Mining and Mineral Processing (replaces one of the Technical Electives in Year 4)
GEOL 121.3 Earth Processes (replaces the Science Elective in Year 2)
ME 490.3 Design of Fluid Power Circuits (replaces one of the Design Electives in Year 4)

Elective Courses (6 credit units)

3 credit units from Elective Pool A (replaces the other Technical Elective in Year 4) GEOL 224.3 Mineralogy GEOL 245.3 Introduction to Sedimentary Rocks GEOL 258.3 Structural Geology CHE 453.3 Corrosion Engineering GEOE 380.3 Mine Ventilation

3 credit units from Elective Pool B (replaces the other Design Elective in Year 4)
ME 491.3 Thermal Systems Design
ME 492.3 Materials in Engineering Design
ME 493.3 Advanced Mechanical Design
ME 496.3 Machine Design II
ME 497.3 Acoustics and Vibrations Design

4. Consultation

The Office of the University Registrar and the Governance Office of the University Secretary were consulted during the development of this proposal.

No other departments or schools have been consulted regarding this change, as the proposed change does not affect other colleges.

5. Budget

The Department of Mechanical Engineering does not project any substantial changes in budget allocations or increase in teaching loads as a result of implementing changes to the Mining option. The number of students taking this option is manageable with the existing resources.

Academic Year Headcount

Reporting Level: Undergraduate Major: Mechanical Engineering Concentration: Mining Option Year In Program: All

			Reporting Year				
Reporting Level	Major	Concentration	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Undergraduate	Mechanical Engineering	Mining Option	15	14	11	8	6
Grand Total			15	14	11	8	6

College Statement

The change to the Mining option in Mechanical Engineering program was approved by the Undergraduate Committee of the Department of Mechanical Engineering; the Undergraduate Academic Programs Committee of the College of Engineering (meeting on September 9, 2021); and Faculty Council meeting on November 17, 2021.

The College of Engineering is supportive of this change.

Bruce Sparling, Ph.D., P.Eng., FCSCE

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Mechanical Engineering

Mining Option

An "Option" within the College of Engineering is a prescribed set of courses that provides a concentration of specialized training in one particular field of study in 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.

The Mining Option offers students in the Bachelor of Science in Engineering (B.E.) Mechanical Engineering program the opportunity to take <u>five six</u>-courses, plus complete a mandatory twelvemonth internship in a focus relevant to the mining industry.

Requirements (1<u>6</u>8 credit units)

Required Courses (9–<u>10</u> credit units)

- EPIP 401.0 Internship Placement I
- EPIP 402.0 Internship Placement II
- EPIP 403.0 Internship Placement III
- ECIP 200.1 Introduction to Engineering Cooperative Internship
- ECIP 400.0 Engineering Co-op Internship Program Work Placement I
- ECIP 401.0 Engineering Cooperative Internship Program Work Placement II
- ECIP 402.0 Engineering Cooperative Work Placement III
- <u>GEOE 377.3</u> Fundamentals of Mining and Mineral Processing (replaces one of the Technical Electives in Year 4)
- <u>GEOL 121.3</u> Earth Processes (replaces the Science Elective in Year <u>2</u>4)
- <u>ME 490.3</u> Design of Fluid Power Circuits (replaces one of the Design Electives in Year 4)

Elective Courses (9-6 credit units)

3 credit units from Elective Pool A (replaces the Science Elective in Year 3)

- <u>GEOL 224.3</u> Mineralogy
- GEOL 245.3 Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

3 credit units from Elective Pool <u>B-A</u> (replaces the other Technical Elective in Year 4)

- GEOL 224.3 Mineralogy
- GEOL 245.3 Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology
- <u>CHE 453.3</u> Corrosion Engineering
- GEOE 380.3 Mine Ventilation

3 credit units from Elective Pool C B (replaces the other Design Elective in Year 4) —____

- ME 491.3 Thermal Systems Design
- ME 492.3 Materials in Engineering Design
- ME 493.3 Advanced Mechanical Design
- ME 496.3 Machine Design II
- ME 497.3 Acoustics and Vibrations in Design

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Change to upper year requirements for the Bachelor
	of Science in Engineering Programs

SUMMARY:

At its meeting of December 15, 2021, the Academic Programs Committee approved changes to the upper year requirements for the programs leading to a Bachelor of Science in Engineering. These changes were precipitated by the introduction of the redesigned common first year in the College of Engineering, which was previously approved by University Council.

The Academic Programs Committee recognised that these change will help align learning outcomes in the upper years of the BE programs, will help to ensure students' course loads are move evenly spread across the years, and will ensure that the BE programs continue to be vibrant and innovative

ATTACHMENTS:

1. Revisions to BE Years 2, 3, and 4



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Revisions to the BE Years 2, 3 and 4

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

Field(s) of Specialization: Chemical, Civil, Computer, Electrical, Environmental, Geological, Mechanical Engineering and Engineering Physics

Degree College: College of Engineering

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

Bruce Sparling, Ph.D., P.Eng., FCSCE Associate Dean Academic College of Engineering Tel: (306) 966-4190 Email: <u>engr.academicdean@usask.ca</u>

Proposed date of implementation: 202205

Proposal Document

1. Academic justification:

The extensive changes to the Common First Year program were approved last year. Our new Common First Year, dubbed Re-Engineered, is unique in Canada, with its modular courses, just-in-time learning and consistent schedule to build better school/life balance.

The College's 2018-2025 Strategic Plan has four strategic pillars and many aspirations (long-term aims) and commitments (strategic initiatives to be pursued to advance one or more or our aspirations). Under the Strategic Pillar: Teaching and Learning, implementation a revised first-year engineering program was listed as a commitment. It is intended to support the aspiration to "offer exceptional academic programs that distinguish our graduates as well-rounded leaders whose technical, professional, and people skills create positive change in the world." Comprehensive changes to the upper years (years 2 to 4) in all of our programs also "embrace continuous program improvement to enhance learning outcomes and ensure relevance for our external stakeholders", including our accrediting body.

Similar to the changes to first year, changes to the upper years in all of our programs, are linked to the University Plan particularly through the "Courageous Curiosity" and "Boundless Collaboration" sections of the framework. All of these changes to the Bachelor of Science in Engineering programs at USask are useful additions to the University because they are designed to enhance student learning and experiences, and to enhance the reputation of the College and the University with its unique structure and design objectives. They are also are aimed to increase student enrollment (Appendix C offers details on the enrollment to the College after just one admission cycle since these changes were initiated).

2. Admissions

College admission

The College of Engineering offers direct entry into the Bachelor of Science in Engineering program. High school, home-based learners, post-secondary, and special (mature) applicants can apply for admission into an common (undeclared) first year of engineering studies. Students are then required to apply into one of eight upper-year majors in the Winter term of their first year of engineering studies. Admission to the majors offered at the College of Engineering is determined through a competitive process based on admission into major average, student preference and capacity.

The proposed changes to the upper years do not suggest or require changing any aspects of College admission policies, procedures, or criteria.

Admission into Major

The approved redesign of the common first year program did, however, lead to changes in the admission into major requirements.

According to the old departmental program admission policy, the following eight courses have been used to generate a program admission average and rank prospective students for admission into the eight engineering programs: CHEM 114, GE 111, GE 121, GE 124, GE 125, MATH 123, MATH 124,

2

and PHYS 155. This set of eight courses has been replaced with new courses (Appendix A - Design of a New First Year Engineering Program at the University of Saskatchewan (Catalogue Entry)).

Admission into each of the undergraduate majors offered by the College of Engineering, established in the *Admission into Major* policy is still competitive in nature. Admission into major average is now based on the highest weighted average based on any combination of courses from the new first year curriculum that adds up to at least 18 credit units (and no longer a set of prescribed courses). Following the receipt of all applications to the engineering majors, the College of Engineering will rank undergraduate applications on the basis of student preference and 'admission into major average" from highest to lowest average until quotas for majors are reached.

3. Description of the program

The overall curricular objectives of the Bachelor of Science in Engineering degree programs have not changed. Under the moto "Engage. Practice. Learn", the College creates a tightknit community of faculty and students. Our class sizes remain our comparative advantage, which allows students to use equipment and software early on in their training. With the emphasis on hands-on experience and a number of extracurricular options offered, our students get top-quality training that, according to our alumni, translates into significant advantage in the workplace.

The following degree programs are currently offered at the College of Engineering:

- Chemical Engineering
 - Chemical Engineering with Biochemical Option
 - Chemical Engineering with Mineral Processing Option
 - Chemical Engineering with Petroleum Option
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Physics
- Environmental Engineering
- Geological Engineering
 - o Geological Engineering with Mining Engineering Option
- Mechanical Engineering
 - Mechanical Engineering with Mining Option.

All degree programs have a Common First Year, as well as the ability to enhance the experience with certificate programs (Certificate in Professional Communication and/or Certificate in Technological Innovation), and to gain practical experience through the Engineering Co-operative Internship Program option.

All of the proposed changes to the upper years of our programs (including the changes to the General Engineering courses) are intended to support the continuous improvement of the quality of engineering education offered at the College of Engineering, as well as the alignment of the redesigned Common First Year with the knowledge, skills and experiences our students get in years 2, 3 and 4.

A significant amount of research, consultation, thought and iteration has gone into the process of redesigning the Common First Year program for the College of Engineering, with the intent to better prepare students both technically and holistically, and provide them with better bridging for the

transition to their major. The changes to the upper years have been prepared with the same quality, care and academic rigor in mind.

Our students will have several courses in their Common First Year that will help them make an educated decision about which major, and ultimately which career, to choose; examples include GE 112.1 Engineering Discipline Experience and Discipline Bridge Courses (CMPT 146.3 Principles of Computer Science for Engineers, ME 113.3 Engineering Analysis I, CHE 113.3 Unit Operations in Chemical Process Engineering or CE 271.2 Spring Surveying Camp).

As is the case now, transfer students will be able to enter our degree programs from other programs in our or other academic institutions. The majority of internal and external transfer students transfer into our Common First Year, and then choose a major. For students who have enough credit units to transfer into upper years, there have been several updates to the transfer credit process to ease their transfer into programs; these include a new transfer credit policy and procedure and the use of special placeholder course that will allow the completion of missing modules of the first year course, while continuing with the upper year courses.

The College is also planning to develop several articulation agreements to facilitate the transfer of students into our programs.

The proposed changes to the upper years of our programs incorporate aspects of all five of the Learning Pursuits from the University Learning Charter, especially the pursuit of knowledge and the pursuit of skills and practices. These are intertwined to ensure that students at the time of their graduation possess all twelve of the graduate attributes required by the Canadian Engineering Accreditation Board. These twelve graduate attributes, from a knowledge base for engineers to lifelong learning, form an important component of the accreditation process, and the College tracks progress and attainment of these twelve graduate attributes.

All eight Bachelor of Engineering programs at the University of Saskatchewan are accredited by the Canadian Engineering Accreditation Board. Accreditation standards prescribe curriculum content, minimum accreditation units (AU)¹ for each curriculum component (mathematics, natural sciences, engineering science, engineering design and complementary studies) as well as the program minimum (1850 AU). New calculations of the accreditation units in each program have been conducted to ensure that the proposed changes (to all years) still allow each program to meet the requirements.

¹Accreditation units (AU) are defined on an hourly basis for an activity which is granted academic credit and for which the associated number of hours corresponds to the actual contact time between the student and the faculty membersor desig nated alternates, responsible for delivering the program: one hour of lecture (corresponds to 50 minutes of activity) = 1 A U, one hour of laboratory or scheduled tutorial = 0.5 AU.

Engineers Canada, 2020 Accreditation Criteria and Procedures

Table 1: AU count with the old and new fist year and upper year changes (the minimum required by CEAB is 1850 AUs)

Program	Old AU count (based on the old first year)	New AU count (redesigned first year and submitted upper-year program changes)
Chemical Engineering	2005	1962
Civil Engineering	2056	2102
Computer Engineering	1894	1997
Electrical Engineering	1953	2043
Engineering Physics	2135	2063
Environmental Engineering	2125	2045
Geological Engineering	2167	2214
Mechanical Engineering	1991	2081
Common First Year	543	611, 646 or 647 (depending on the selected program)

Summary of Changes (per major)

a) Chemical Engineering (CHE)

Program Changes

- § **Remove CHE 431.1** (Seminar) as a required course in the CHE major.
 - The purpose of this course was to facilitate practice of technical presentations before an audience of peers. This course is now redundant since students have ample opportunity for practice in CHE 333.2 (lab 1), CHE 414.2 (lab 2), CHE 424.2 (lab 3), CHE 326.3 (Plant Design Project) and CHE 495.6 (Capstone).
- **Remove Elective A** –Science Elective as a required course in the CHE major.
 - After a student completes the new first year, the student will have the sufficient natural science material without Elective A. Thus, Elective A in unnecessary in the regular CHE program.
- § **Remove an Elective B** Technical Elective from the CHE major (a reduction in the number of Elective B courses from 3 to 2).
 - Historically, at the culmination of the CHE degree, students were expected to take two Elective B courses (during the final year of studies). A third Elective B was added with the introduction of the CHE options in the 2000s (then Biochemical, Biotechnology and Petroleum, now Biochemical, Petroleum and Mineral Processing) to allow for each to have specialized suite of courses with a nominal number of extra courses over the base degree.

CBE is in the process of revisiting and recasting the options and would like to reduce the number of Elective B courses for those students not in an option, to further distinguish between those who pursue an option and those who do not.

- § **Remove CMPT 113.3** Introduction to Computer Science for Engineers from the Chemical Engineering curriculum.
 - With the advent of the new first year curriculum, this course will no longer be a required course.

Option replacement- Bioprocessing Option to replace Biochemical Option (separate Curricular Change Proposal)

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 202305. Students who are currently enrolled in Biochemical Option will be able to complete the option or switch to Bioprocessing Option.

These changes will result in the change in number of credit units in Chemical Engineering:

YEAR	OLD	NEW
1	34	44
2	36	27
3	35	35
4	35	31
TOTAL	140	137

Table 2: Chemical Engineering Credit Units Count

Course Changes

- S Change the pre-requisite for CHE 210.3 from (CHEM 115.3 and MATH 223.3 (taken)), to (CHEM 115.3 and MATH 223.3 (taken) or CHEM 146.3 and MATH 223.3 (taken)).
- S Change the pre-requisite for CHE 220.3 from (CHEM 115.3), to (CHEM 115.3 or CHEM 146.3 and GE 163.3).

b) Civil Engineering (CE)

Program Changes

- § Add GEOL 121.3 Earth Processes to the first term of second year of the CE program.
 - The 3-credit science elective in first year, which is currently recommended to be GEOL 121.3 for CE and GEOE students, is being dropped in the new first-year program and replaced with a general science course that contains four modules of different topics. GEOL 121.3 is a prerequisite for GEOE 218, which is a core course in the CE program.
- § Move GEOE 218.3 Engineering Geology to the second term of second year of the CE program.

- GEOL 121.3 needs to be moved to first term of second year to accommodate the changes to the first-year program. GEOE 218.3, for which GEOL 121.3 is a prerequisite, then needs to be moved from first to second in second year (in place of CMPT 141).
- § **Remove CMPT 141.3** Introduction to Computer Science from second term of second year from the CE program.
 - Programming course CMPT 142.3 is being added to first year. It replaces CMPT 141.3.
- S **Create new course CE 213.3** Mechanics of Materials and add into second term of second year of CE program (New course creation form and course outlines can be found in Appendix D).
- § **Delete GE 213.3** from the second term of second year of the CE program starting in 2022-2023 and add course CE 213.3 Mechanics of Materials in its place.
 - GE 213 has two sections for second year students in all disciplines in the College. Mechanical Engineering teaches GE 213 in Term 1 and Civil Engineering is responsible for GE 213 in Term 2. Mechanical Engineering teaches GE 213 with less content, and the missing content is required by civil engineering students for their later structural engineering courses. The Term 1 course is therefore no longer appropriate for civil engineering students. The civil engineering structural engineering group also wants more flexibility to control the content of the course for sequencing.
- S Change Senior Humanities or Social Science elective in Term 2 of Third Year of the CE Program to a **Humanities or Social Science elective**.
 - The elective list would combine the Junior Humanities or Social Science elective list from the previous first year with our current Senior Humanities or Social Science elective list.

These changes will result in the change in number of credit units in Civil Engineering:

YEAR	OLD	NEW
1	34	41
2	38	36
3	36	36
4	36	36
TOTAL	144	149

Table 3: Civil Engineering Credit Units Count

Course Changes

- **Renumber CE 271.2** Spring Surveying Camp to CE 171.2 Spring Surveying Camp.
 - CE 271.2 is moving to first year in 2021-2022 and should be appropriately numbered to match its timing in the program.
- S Change the prerequisites for CE 271.2 (will be 171.2) Spring Surveying Camp from (CE 201 or CE 202) to (GE 133 Engineering Communication II or CE 201 or CE 202 or ENVE 201).

- The change will be included in the new Catalogue (starting in 202205), but should take effect immediately (to accommodate current first year students).
- S **Change the prerequisite for CE 212.3** Civil Engineering Materials from CHEM 114.3 (taken) to CHEM 146.3 (taken).
 - The new first year program will start in 2021-2022 and the first-year students will take CHEM 146.3 as their chemistry course. A prerequisite change for CE 212.3 needs to take effect for the year 2022-2023.
- S **Change the prerequisite for CE 202.3** Spatial Analysis and Engineering Drawings from GE 121.3 Engineering Design to GE 133.2 Engineering Communication 2.
 - A prerequisite change for CE 202.3 needs to take effect for the year 2022-2023 to accommodate the changes to the first-year program. Engineering Communication 2 includes the first-year modules Technical Communication II and III," CAD," and "Research".
- S Change the prerequisite for CE 225.3 Fluid Mechanics from GE 125.3 Engineering Mechanics II and MATH 223.3 (taken) to GE 123.3 Engineering Mechanics II (Statics) and MATH 223.3 (taken).
 - The new first year program will start in 2021-2022 and the first-year students will take GE 123.3 as their statics course. It is statics that is needed for CE 225.3, not dynamics. The prerequisite change for CE 225.3 needs to take effect for the year 2022-2023.
- S **Change the prerequisite for GEOE 218.3** Engineering Geology from GEOL 121.3 pre- or co-requisite to GEOL 121.3 prerequisite starting the year 2022-2023.
 - The change from GEOL 121.3 pre- or co-requisite to prerequisite is only to ensure students take GEOL 121.3 in Term 1 in the second year CE program.
- S Change the prerequisites of CE 295.3 Design Project from CE 202.3 and 33 credit units from the (EN Four Year Common Core and CE Program Core) and prerequisite or corequisite of GE 213.3 and RCM 300.3 to the prerequisites of CE 202.3 and CE 212.3 and pre- or corequisites of (CE 213.3 or GE 213.3), GEOE 218.3, and RCM 200.3 for the year 2022-2023.
 - RCM 300.3 has been renumbered to RCM 200.3. GEOE 218.3 should be a prerequisite for the GEOE projects in CE 295. The credit unit reference was removed to reduce complexity and for clarity. CE 213 is the new course created to replace GE 213 in the CGEE department.
- S Change the prerequisites for CE 318.3 Applied Engineering Mathematics from CMPT 113.3 (taken) or CMPT 141.3 (taken), CE 225.3 (taken), GE 213.3 (taken), and MATH 224.3 (taken) to CMPT 142.3 (taken), CE 225.3 (taken), GE 213.3 (taken), and MATH 224.3 (taken).
 - \circ CMPT 142.3 replaces CMPT 141.3 in the first-year program in 2021-2022.
- S Change the prerequisites of CE 327.3 Municipal Engineering from CHEM 114.3 and CE 315.3 (taken) to CHEM 146.3 and CE 315.3.
 - CHEM 146.3 replaces CHEM 114.3 in the first-year program in 2021- 2022. CE 315.3 has material that is important to CE 327.3; the CE 315.3 pre-requisite should be more than for sequencing (i.e. taken).
- S Change the prerequisites of CE 329.3 Transportation Engineering I from Prerequisites: CE 271.2 (taken) and GE 210.3 (taken) to Prerequisites: CE 171.2, GE 210.3, and CE 202.3.
 - CE 171.2 (renumbering of CE 271) will be taken in first year and will have a means to "upgrade" the final grade at the end of the course, as is the case for the other engineering

8

courses in first year. No taken requirement is needed. CE 329.3 requires GE 210.3 content to a higher degree than provided by a taken prerequisite. CE 202.3 includes important Civil 3D training and is soon to include GIS, and these are both important tools for CE 329.3.

S Change the prerequisites of CE 495.6 Capstone Design Project from Prerequisites: CE 295 and CE 318, Pre- or co-requisites: GE 348, CE 320, and 12 credit units from (W,G,S electives) To Pre-requisites: CE 295, CE 318, CE 320, GE 348, CE 327 (taken), CE 330 (taken), CE 329 (taken), CE 319 (taken), CE 321 (taken) and Pre- or Co-requisites: 9 credit units from (W,G,S electives), CE 467.

c) Computer Engineering (CME)

Program Changes

- § **Delete CMPT 141.3** Introduction to Computer Science from the first term of second year of the CME program starting in 2022-2023.
- § Add course CMPT 270.3 Developing Object-Oriented Systems in the first term of second year of the CME program starting in 2022-2023.
 - New revised program due to the changes in new first year. CMPT 146 and MATH 134 satisfy the prerequisites for CMPT 270.3.
- § **Delete CMPT 145.3** Principles of Computer Science from the second term of second year of the CME program starting in 2022-2023.
 - CMPT 145.3 is redundant with the new first year course CMPT 146.3.
- § Add course CMPT 280.3 Data Structures & Algorithms in the second term of second year of the CME program starting in 2022-2023.
- § **Delete EP 202.3** Electric and Magnetic Fields and Circuits from the first term of second year of the CME program starting in 2022-2023.
 - The materials in EP 202 have been effectively integrated or replaced into new first year curriculum.
- § Add course CMPT 214.3 Programming Principles and Practice in the first term of second year of the CME program starting in 2022-2023.
 - CMPT 146 satisfies the prerequisite for CMPT 214 (verified with Computer Science).
- § **Delete CMPT 214.3** Programming Principles and Practice from the first term of third year of the CME program starting in 2022-2023.
- § **Move EE 232.3** Digital Electronics to the first term of second year from the second term of second year starting in 2022-23.
- § **Move EE 221.3** Analog Electronics to the second term of second year from the first term of second year starting in 2022-23.
- § **Move RCM 200.3** Effective Professional Communication to first term of third year from second term of third year starting in 2022-2023.
- § Add CMPT 332.3 Operating Systems Concepts in the second term of third year of CME program starting in 2022-2023.
 - CMPT 332 teaches fundamental concepts of operating systems and will become a core course in the CME program. CMPT 280 and CME 331 satisfy as the prerequisites for CMPT 332. We have received confirmation from Computer Science that a new section of

CMPT 332 will be offered in Winter 2024 and 2025 terms. Future offerings will depend on course outcomes and enrollments

The following motions will apply to the **Software Focus Area only** of CME program.

- Delete CMPT 270.3 Developing Object-Oriented Systems from the first term of third year of the CME program (Software Focus Area) starting in 2022-2023.
 CMPT 270 has been moved to second year from 2022-23.
- § **Delete CMPT 280.3** Data Structures & Algorithms from the second term of third year of the CME program (Software Focus Area) starting in 2022-2023.
 - CMPT 280 has been moved to second year from 2022-23.
- S Delete all courses (CMPT 332, CMPT 370, CMPT 350, CMPT 432, CMPT 434, CMPT 436 and CMPT 470) from the fourth year of the Software Focus Area of CME program starting in 2022-2023.
 - These courses have been reorganized in the revised program (Software Focus Area only in CME).
- § Add CMPT 370.3 Intermediate Software Engineering in the first term of third year in Software Focus Area of CME program starting in 2022-2023.
 - CMPT 280 satisfies as the prerequisites for CMPT 370.
- S Add the following courses in the list of electives in third year (in first or second term, depending on the offering) in Software Focus Area of CME program starting in 2022-2023. CMPT 318.3 Data Analytics

CMPT 353.3 Full Stack Web Programming

CMPT 381.3 Implementation of Graphical User Interfaces

Students will choose only one (3 credits) from the list.

New revised program due to the changes in new first year. CMPT 318 is a new course starting in 2022-23 (confirmation received from Computer Science). CMPT 270 and EE 216 satisfy as the prerequisites for CMPT 318. CMPT 280 satisfies as the prerequisites for CMPT 353. CMPT 270 satisfies as the prerequisites for CMPT 381. This list of elective courses will offer the students with a choice to pick one from two pathways, depending on their course load and career choice. One pathway leads to conventional topics in Computer Engineering like, Operating systems, Programming, Networks and Security. Another pathway leads to practical applications in Computer Engineering like, Machine leaning, Image processing, Deep learning, Human computer interaction, etc.

These courses are not term specific (i.e. offered in Term 1 or Term 2). Therefore, students can take them whenever the courses become available (so they will be listed as Term 1 or Term 2).

Computer Engineering Program

for students entering in 2021 or later

Instreal			
Intro to Eng I GE 102 Eng Discipline GE 112 Eng Mechanics GE 122	Design I GE 142 Electrical Circuits I GE 152 Intro to Comp Sci Eng CMPT 142	Eng Comm I GE132 Eng Math I MATH 133 Atom & NucleiPHYS152	Eng Chemistry CHEM 142 Eng Geology GEOL 102 Eng Nature BIOL 102
Intro to Eng II GE 103 Eng Mechanics II GE 123 Eng Comm II GE 133	Design II GE 143 Electrical Circuits II GE 153 Process Eng GE 163	Eng Chemistry CHEM 146 Eng Math II MATH 134	Electromagnetism Waves PHYS 156 Computer Sci and Eng CMPT 146

Second Year

Prog. Principles	Digital	Discrete Time	Safety and	Object-Oriented	Calculus III for
and Practice	Electronics	Signals and Sys.	Stewardship	Systems	Engineers
CMPT 214	EE 232	EE 265	EE 205	CMPT 270	MATH 223
3L-2P	3L-3P alt.	3L-1.5P	1L	3L-1.5T	3L-1P
Prob., Stat. and	Analog	Analog Signals	Materials and	Data Structures	Calculus IV for
Num. Methods	Electronics	and Systems	Heat Transport	& Algorithms	Engineers
EE 216	EE 221	EP 214	EE 271	CMPT 280	MATH 224
3L-1.5P	3L-3P alt.	3L-2P	3L-0.5T	3L-1.5T	3L-1P

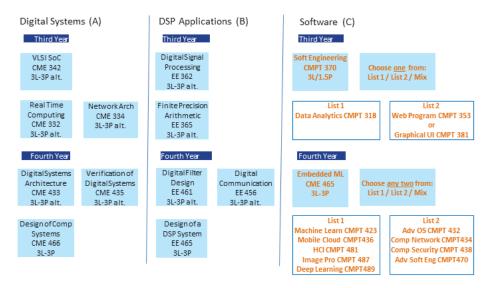
Third Year

Focus Area A Course I	Focus Area B/C Course I	Logic Design Using FPGAs CME 341 3L-3P	Microprocessor Embedded Sys. CME 331 3L-3P alt.	Professional Commun. RCM 200 3L	x
Focus Area A Course II	Focus Area A Course III	Focus Area B/C Course II	Science Elective 3L-3P	Engineering Economics GE 348 3L	Operating Systems CMPT 332

Fourth Year

Focus Area A Course IV	Focus Area A Course V	Focus Area B/C Course III	Focus Area B/C Course IV	Capstone Design Project	Humanitiesor SocialScience Elective 3L
Focus Area A Course VI	Focus Area B/C Course V	Engineering in Society GE 449 3L	Complementary Studies Elective 3L	CME 495 6P	x

Focus Areas (must choose Digital Systems (A), and DSP (B) or Software (C)



S Add the following courses in the list of electives in fourth year (in first or second term, depending on the offering) in Software Focus Area of CME program starting in 2022-2023. CMPT 423.3 Machine Learning

CMPT 436.3 Mobile and Cloud Computing

CMPT 481.3 Human Computer Interaction

CMPT 487.3 Image Processing and Computer Vision

CMPT 489.3 Deep Learning

CMPT 432.3 Advanced Operating Systems Concepts

CMPT 434.3 Computer Networks

CMPT 438.3 Introduction to Computer Security

CMPT 470.3 Advanced Software Engineering

Students will choose any two courses (6 credits) from the list.

 New revised program due to the changes in new first year. CMPT 318 and EE216 satisfy as the prerequisites for CMPT 423. CMPT 332 or CMPT 370 satisfy as the prerequisites for CMPT 436. CMPT 370 or CMPT 381 satisfy as the prerequisites for CMPT 481. EE 216 and CMPT 318 satisfy as prerequisites for CMPT 487. EE 216 and CMPT 318 satisfy as prerequisites for CMPT 489. CMPT 332 satisfies as prerequisites for CMPT 432 and CMPT 434. CMPT 332 and CMPT 434 satisfy as prerequisites for CMPT 438. CMPT 214 and CMPT 370 satisfy as prerequisites for CMPT 470.

This list of courses will offer the students with a choice to pick one from two pathways, depending on their course load and career choice. One pathway leads to conventional topics in Computer Engineering like, Operating systems, Programming, Networks and Security. Another pathway leads to practical applications in Computer Engineering like, Machine leaning, Image processing, Deep learning, Human computer interaction, etc.

These courses are not term specific (i.e. offered in Term 1 or Term 2). Therefore, students can take them whenever the courses become available (so they will be listed as Term 1 or Term 2).

- S **Create new course CME 465.3** Embedded Machine Learning in the first term of fourth year in the Software Focus Area of CME program starting in 2022-2023.
 - Due the evolution in artificial intelligence, machine learning (ML) algorithms are being applied in many applications these days. Conventional ML courses teach fundamental algorithms and software implementation of ML. However, many applications will require efficient hardware deployment of ML algorithms. This course will focus on efficient hardware implementation ML algorithms which will be unique to Computer Engineering program. Students from Computer Science may also enrol in this course. A new course proposal and course outline is attached in Appendix D. The first offering will take place in Fall 2024.

These changes will result in the change in number of credit units in Computer Engineering:

YEAR	OLD	NEW	
1	34	44	
2	34	34	
3	33	33	
4	33	33	
TOTAL	134	144	

Table 4: Computer Engineering Credit Units Count

Course Changes

- S Change the prerequisites for CME 331.3 Microprocessor Based Embedded Systems from Prerequisite(s): CMPT 116 or CMPT 141; and EE 232 to Prerequisite(s): (CMPT 214 or CMPT 116 or CMPT 141) and EE 232.
- S Change the prerequisites for CME 341.3 Logic Design Using FPGAs from Prerequisite(s): CMPT 116 or CMPT 141; and EE 232 to Prerequisite(s): (CMPT 214 (taken) or CMPT 116 or CMPT 141) and EE 232.
- S Change the prerequisites for CME 332.3 Real Time Computing from Prerequisite(s): (CMPT 115 or CMPT 117 or CMPT 145); CME 331; and CME 341 (taken) to Prerequisite(s): CME 331 and CME 341 (taken).

d) Electrical Engineering (EE)

Program Changes

- § **Remove CMPT 116.3** Computing I from Y2T1 of the EE program.
- § Add CMPT 214.3 Programming Principles and Practice to Y2T1 of the EE program. Computation is part of nearly all electronic systems today, and our graduates need instruction in computer programming that goes beyond the introductory level. CMPT 146 satisfies the pre-requisite for CMPT 214.
- § **Move EE 232.3** Digital Electronics from Y2T2 to Y2T1.
- § **Move EE 221.3** Analog Electronics from Y2T1 to Y2T2.
 - Students typically have less difficulty with digital electronics than analog electronics. Also, this ordering parallels the signals and systems courses in Y2.
- § **Remove EE 444.3** (In the Power and Energy Stream) from the EE program beginning 2022-2023.
 - Since renewable energy such as wind & solar PVs will be a significant source of electricity in the future, EE 444 which covers topics on conventional generators and motors, is being replaced by a new EE 448 -- renewable energy course
- § Move EE 442.3 (In the Power and Energy Stream) from Term 2 to Term 1 beginning 2022-2023.
 - EE 442 covers broader topics related to power system operation, control and protection. Because it covers broader topics it is appropriate to move it to Term 1.
- S **Create EE 448.3** Renewable Energy and Power Systems and inserted into the Power and Energy Stream of the EE program beginning the second/winter term of 2022-2023.
 - Since renewable energy such as wind & solar PVs will be a significant source of electricity in the future, EE 448 -- renewable energy course is being added to the power & energy stream. New course creation form and course syllabus have been added in Appendix D.

These changes will result in the change in number of credit units in Electrical Engineering:

Table 5: Electrical Engineering Credit Units Count

YEAR	OLD	NEW
1	34	44
2	34	34
3	33	33
4	33	33
TOTAL	134	144

Course Changes

- S Change the prerequisites for EE 265.3 Discrete Time Signals and Systems from Prerequisite(s): MATH 123 and MATH 124, Prerequisite(s) or Corequisite(s): CMPT 116 or CMPT 141, Note: Students with credit for EE 351 will not receive credit for this course, to Prerequisite(s): ((GE 152 and MATH 134) or (MATH 123 and MATH 124)) and (CMPT 142 or CMPT 116 or CMPT 141).
- S Change the prerequisites for EE 271.3 Materials and Heat Transport in Electrical Engineering from Prerequisite(s): CHEM 114 and PHYS 155 (taken) to Pre-requisite(s): (CHEM 146 or CHEM 114) and (PHYS 156 (taken) or PHYS 155 (taken)).
- S Change the prerequisites for EE 216.3 Probability Statistics and Numerical Methods from Prerequisite(s) MATH 123 and MATH 124 to Prerequisite(s) MATH 134 or (MATH 123 and MATH 124).
- S Change the prerequisites for EE 241.3 Introduction to Electric Power Systems from Prerequisite(s): MATH 123 and MATH 124 and EP 202, Note: Students with credit for EE 212 will not receive credit for this course, to Pre-requisite(s): (MATH 134 or (MATH 123 and MATH 124)) and (GE 153 or EP 202).
- § **Change the prerequisites for EE 468.3** Design of a Computer Vision System from Prerequisite(s): EE 466 and EE 467 to Prerequisite(s): EE 467.
- S Change the prerequisites for EE 232.3 Digital Electronics from Prerequisite(s): EE 221 to Prerequisite(s): GE 152 or EE 221.
- § Change the prerequisites for EE 221.3 Analog Electronics from Prerequisite(s) or Corequisite(s): EP 202 to Prerequisite(s) or Corequisite(s): GE 153 or EP 202.
- § Moved that EE 441.3 be made a **pre-requisite for EE 448.3**.

e) Engineering Physics (EP)

Program Changes

- § **Remove CMPT 116.3** from the required course for the EP program.
 - The computer class CMPT 116 is taken by all EP students in T1 of the second year. The class is not available anymore.
- § Move EP 370.3 class to Year 2 Term 1 (from T1 in Year 3).
 - Thermodynamics class EP 370 used to be given in T1 of year 2. Because of overload, it was moved to year 3. The EP program is now overloaded in year 3. Since free the time slot is available now from dropped CMPT 116 class, it can be allocated for the thermodynamics class. The class content has not changed in the past and will not change in EP 270 (renumbered EP 370).
- § **Move EE 232.3** Digital Electronics from Y2T2 to Y2T1.
- § **Move EE 221.3** Analog Electronics from Y2T1 to Y2T2.

These changes will result in the change in number of credit units in Engineering Physics:

Table 6: Engineering Physics Credit Units Count

YEAR	OLD	NEW	
1	34	44	
2	37	37	
3	37	34	
4	36	36	
TOTAL	144	151	

Course Changes (went thought the College of Arts & Science approval process)

f) Environmental Engineering (ENVE)

Program Changes

- § Add GEOL 121.3 Earth Processes to the first term of second year of the ENVE program.
 - The ENVE students will need GEOL 121.3 as a prerequisite for GEOE 218.3, which is a core course in the ENVE program.
- § **Move GEOE 218.3** Engineering Geology to the second term of second year of the ENVE program.
 - GEOL 121.3 is now in term 1 of second year. GEOE 218.3 can be moved from Term 1 to Term 2 in second year in place of CMPT 141.3.
- § **Remove CMPT 141.3** from second year Term 2 from the ENVE program.
 - Programming course CMPT 142.3 is being added to first year. It replaces CMPT 141.3.
- § **Remove CHEM 115.3** General Chemistry II as a requirement from the ENVE program.

- Currently, students in the ENVE program must complete BIOL 120.3 The Nature of Life, CHEM 115.3 General Chemistry II Chemical Processes and GEOL 121.3 Earth Processes by the end of Year 2. However, all engineering students will take now CHEM146.3 General Chemistry for Engineers in first year, which has equivalency to CHEM 115.3.
- S Make (keep) BIOL120.3 program requirement to be taken in the ENVE second year (T1 or T2)
- Add a Jr. Humanities/Social Science elective to the ENVE second year (T1 or T2).
 This elective was dropped from the new first year program but will now fit in the ENVE second year because CHEM 115.3 is no longer required.
- § **Delete GE 213.3** from the second term of second year of the ENVE program starting in 2022-2023 and **add course CE 213.3** Mechanics of Materials in its place.

These changes will result in the change in number of credit units in Environmental Engineering:

YEAR	OLD	NEW
1	34	41
2	38	36
3	36	36
4	36	36
TOTAL	144	149

Table 7: Environmental Engineering Credit Units Count

Course Changes

- § **Replace CE 271.2**, Spring Surveying Camp, with CE 171.2.
 - The CE program is renumbering CE 271.2 as CE 171.2 since this surveying course is now at the end of first year.
- S Change the prerequisite for ENVE 201.3 Principles of Environmental Engineering from EN First Year Common Core and (BIOL 120 and CHEM 115) or (BIOL 120 and GEOL 121) or (CHEM 115 and GEOL 121)] or EN Two Year Common Core to Prerequisite EN First Year Common Core or EN Two Year Common Core and to add restriction to ENVE students. "Approval of department" restriction to be used for non-ENVE students.
 - CHEM 115 will no longer be required with the new first year program, GEOL 121 will be in Y2T1, and BIOL 120 will be in Y2T1/2. Students in the new first year program will get more exposure to these sciences through the Natural Science series (4 CU) and CHEM 146.3.

g) Geological Engineering (GEOE)

Program Changes

- § Add GEOL 121.3 Earth Processes to the first term of second year of the GEOE program.
 - The 3-credit science elective in first year, which is currently recommended to be GEOL 121.3 for CE and GEOE students, is being dropped in the new first-year program and replaced with a general science course that contains four modules of different topics.

16

GEOL 121.3 is a prerequisite for GEOE 218.3, which is a course core in the GEOE program.

- § **Move GEOE 218.3** Engineering Geology to the second term of second year of the GEOE program.
 - GEOL 121.3 needs to be moved to Term 1 of second year to accommodate the changes to the first-year program. GEOE 218.3, for which GEOL 121.3 is a prerequisite, then needs to be moved from Term 1 to Term 2 in second year (in place of CMPT 141.3).
- § **Remove CMPT 141.3** from second year Term 2 from the GEOE program.
 - Programming course CMPT 142.3 is being added to first year. It replaces CMPT 141.3.
- § **Delete GE 213.3** from the second term of second year of the GEOE program starting in 2022-2023 and **add course CE 213.3** Mechanics of Materials in its place.
- S Change the 3-credit senior humanities elective to a junior humanities elective in the second year of the GEOE program (term 1 or 2).
 - Student will no longer take a Junior Social Science or Humanities elective in first year. The students will not have the pre-requisites required to take many of the senior humanities elective without a junior humanities course.

These changes will result in the change in number of credit units in Geological Engineering:

YEAR	OLD	NEW
1	34	41
2	38	36
3	42	42
4	33	33
TOTAL	147	152

Table 8: Geological Engineering Credit Units Count

Course Changes

- S Change the prerequisite of GEOE 218.3 Engineering Geology from GEOL 121.3 pre- or corequisite to GEOL 121.3 prerequisite.
 - This was considered under the CE program.
- § **Replace CE 271.2**, Spring Surveying Camp, with CE 171.2 for the year GEOE program.

h) Mechanical Engineering (ME)

Program Changes

- § **Remove EE 204.3** Basic Electronics and Electrical Power from the Mechanical Engineering B.E. program.
- § **Remove CMPT 141.3** Introduction to Computer Science from the Mechanical Engineering B.E. program.

17

- § **Remove ME 251.3** Engineering Analysis I from the Mechanical Engineering B.E. program.
- § Add GE 210.3 Probability and Statistics to the Fall Term of the second year Mechanical Engineering B.E. program.
- § Add a 3-cu Junior Humanities or Social Science Elective to be taken in either term of the second year Mechanical Engineering B.E. program.
- § Add a 3-cu Science Elective to be taken in either term of the second year Mechanical Engineering B.E. program.
- § **Remove a 3-cu Science Elective** from the third year of the Mechanical Engineering B.E. program.

These changes will result in the change in number of credit units in Mechanical:

YEAR	OLD NEW	
1	34	44
2	36	36
3	39	36
4	36	36
TOTAL	145	152

Table 9: Mechanical Engineering Credit Units Count

Course Changes

- § Delete ME 251.3 Engineering Analysis I.
- § **Remove the tutorial sections of ME 229.3** Mechanical Engineering Design.
- § Prerequisite/corequisite change in ME 215.3 Fluid Mechanics I due to first year redesign: From Prerequisite(s): MATH 223.3 (taken) Prerequisite(s) or Corequisite(s): GE 125.3, To: Prerequisite(s): MATH 223.3 (taken) Prerequisite(s) or Corequisite(s): GE 125.3 or GE 123.3.
- § Prerequisite/corequisite change in ME 226.3 Mechanics III due to first year redesign: From Prerequisite(s): GE 125.3 and MATH 223.3 (taken), To: Prerequisite(s): (GE 125.3 or GE 123.3), GE 152.1, and MATH 223.3 (taken).
- § Prerequisite/corequisite change in ME 227.3 Thermodynamics I due to first year redesign: From Prerequisites: CHEM 114.3 and MATH 124.3 (taken), To Prerequisites: (CHEM 114.3 or CHEM 146.3) and [MATH 124.3 (taken) or MATH 134.3 (taken)].
- § Prerequisite/corequisite change in ME 229.3 Introduction to Mechanical Engineering Design due to first year redesign, From Prerequisite(s): GE 121.3, GE 125.3 (taken), and ME 214.3 (taken), To Prerequisite(s): (GE 121.3 or GE 143.2), [GE 125.3 (taken) or GE 123.3 (taken)], ME 113.3, and ME 214.3 (taken).

- S Prerequisite/corequisite change in ME 313.3 Mechanics of Materials I due to first year redesign, From Prerequisite(s): GE 111.3 (taken), GE 213.3 (taken), and MATH 223.3 (taken), To Prerequisite(s): [GE 111.3 (taken) or MATH 134.3 (taken)], GE 213.3 (taken), and MATH 223.3 (taken).
- § Prerequisite/corequisite change in ME 314.3 Machine Design I due to first year redesign, From Prerequisite(s): ME 313.3 (taken), ME 226.3, ME 251.3 (taken), ME 324.3 (taken), and MATH 224.3 (taken), To Prerequisite(s): ME 313.3 (taken), ME 226.3, [ME 251 or (ME 113.3 (taken) and GE 210.3 (taken))], ME 324.3 (taken), and MATH 224.3 (taken).
- S Prerequisite/corequisite change in ME 321.3 Engineering Analysis II due to first year redesign, From Prerequisite(s): ME 251.3 (taken) and MATH 224.3 (taken),To Prerequisite(s): [ME 251.3 or (ME 113.3 (taken) and GE 210.3 (taken))] and MATH 224.3 (taken).
- S Prerequisite/corequisite change in ME 352.3 Engineering Analysis III due to first year redesign, From Prerequisite(s): ME 226, ME 251 (taken) and MATH 224 (taken), To Prerequisite(s): ME 226, [ME 251 (taken) or ME 113 (taken)], and MATH 224 (taken).

Changes to the Mining Option (separate Curricular Change Proposal)

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 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 second year stream of courses for ME students in the Mining Option. There is also a need to remove the third-year science electives in the Mining Option to keep the total number of credit units the same as for other ME students. The list of required internship courses also needs to be updated since the Engineering Co-op Internship Program (ECIP) has replaced the Engineering Professional Internship Program (EPIP). With these changes, the total number of credit units for a student in the Mining Option will be one more credit unit when compared to student not enrolled in the Mining Option. The extra one credit unit comes from ECIP 200.1, which every student enrolled in the Co-op program must take.

i) General Engineering (GE)

- § **Delete course GE 101.1** Introduction to the Engineering Profession.
- § **Delete course GE 111.3** Engineering Problem Solving.
- § **Delete course GE 121.3** Engineering Design.
- § Delete course GE 124.3 Engineering Mechanics I.
- § Delete course GE 125.3 Engineering Mechanics II.
- § **Delete course EE 204.3** Basic Electronics and Electrical Power.
- S **Change the prerequisite for GE 210.3** Probability and Statistics from Prerequisite(s): MATH 124.3 (taken), to MATH 124.3 (taken) or MATH 133.4.
- S Change the prerequisite GE 213.3 Mechanics of Materials from Prerequisite(s): GE 125.3 (taken) to GE 123.3 or GE 124.3.

19

- S Change the **EN Year Two Common Core** due to overhaul of the common first year.
- S Change the **EN Year Three Common Core** due to overhaul of the common first year.
- S Change the **EN Year Four Common Core** due to overhaul of the common first year.

4. Consultation

The College of Engineering consulted various stakeholders and governing bodies as part of the endorsement process for the changes to the new first year. Proposed changes to the upper years are continuation of the process of making our Engineering programs some of the most effective, innovative and comprehensive in Canada.

Within the College, there were consultations with the faculty, staff and students in various forms. Each year the College of Engineering conducts the exit survey where it asks its graduating students about their experiences and recommendations. Graduands comment on the programs strengths, curricula as well as areas for improvement. The exit surveys have been, and will continue to be used for program evaluation and continual improvement. Here are some of the student comments from the survey conducted in May 2021:

"I don't think anything should necessarily be removed, as all of the classes I took taught important concepts to know as a future engineer." "I don't anything should be removed, improvements to the existing program would be sufficient." "Due to so many classes over a regular 4 year program. I think some of the elective classes (some humanities) could be removed to make it more manageable." "The expectation of drafting abilities should also be eliminated, as there are whole programs dedicated to that field. Several courses penalized me for not being skilled in AutoCAD, when this should not be a reasonable expectation."

Given that the proposal for curricular change affects other academic units on campus, several departments in the College of Arts and Science were consulted as part of the development of this proposal.

The Office of the University Registrar was consulted as a part of the proposal approval process. In particular, a Consultation with the Registrar form was drafted and signed on date November 23, 2021). This process involved consultation extensive team, including the University Registrar, the Senior Coordinator of Academic Programs and Catalogue, and a Functional Analyst from Student Information Systems.

The Governance Office was consulted during the development of this proposal. In particular, the Academic Governance and Hearings Advisor was consulted to confirm approval timelines and details of the process of this proposal.

This proposal is now being submitted to the Academic Programs Committee of Council and all other relevant governing bodies for subsequent review and approval.

5. Budget

No significant changes in the budget of the College or any department are required for the changes in the upper years.

The projected increase in the first year students was confirmed by the most recent first year enrolment number (presented in Appendix C). It is anticipated that this increase in the new first year students will continue to translate into increased number of students in the upper years; still, the numbers are expected to be manageable within current resources. Also, a number of our senior courses have capacity for increased enrolment.

Further, changes to and deletion of many General Engineering courses along with the setup of a dedicated team (of five) first year instructors, will lead to some changes in the teaching assignments in the Departments. The Departments will now have to devote resources only to several senior General Engineering classes remaining.

The approved changes to the first year curriculum and the proposed changes to the upper years will result in changes to total number of credit units in each program (increase of credit units in all programs except for Chemical Engineering. The total tuition charged per student in each program and the effective tuition revenue for all eight engineering programs is summarized in Table 11 below:

	Total tuition per student		Effective Tuition			
					Revenue*	
PROGRAM	Current	New	Change	% Change	Total	Change
	Program	Program				(New –
						Current)
CHE	\$ 33,444	\$ 32,602	\$ (843)	-2.5%	\$ 3,251,369	\$9,589
CE	\$ 34,610	\$ 35,738	\$ 1,128	3.3%	\$ 5,424,287	\$297,730
CME	\$ 32,093	\$ 33,466	\$ 1,373	4.3%	\$ 2,570,819	\$167,828
EE	\$ 32,086	\$ 34,192	\$ 2,106	6.6%	\$ 3,566,962	\$305,615
EP	\$ 34,427	\$ 36,040	\$ 1,613	4.7%	\$ 1,646,769	\$112,211
ENVE	\$ 34,325	\$ 35,578	\$ 1,253	3.7%	\$ 1,117,266	\$65,446
GEOE	\$ 35,172	\$ 36,299	\$ 1,128	3.2%	\$ 1,212,056	\$65,470
ME	\$ 34,761	\$ 36,317	\$ 1,556	4.5%	\$ 6,896,481	\$469,952
				\$25,686,009.	\$1,493,841.	
		00	00			

Table 11: Tuition total per student and tuition total revenue per program

*Note: Effective tuition revenue is based on the participation factors based on the 5-year average, as well as the upper year attrition

College Statement

Following the departmental approvals, these curricular changes were discussed and approved on meetings of the Undergraduate Academics Programs Committee of the College held on: November 11, 2020, March 8, 2021, April 14, 2021, May 10 2021, June 14, 2021, September 9, 2021, October 10, 2021 and November 8, 2021.

The proposal was presented to the Faculty Council on meeting held November 17, 2021. The College of Engineering support the presented changes.

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: engr.academicdean@usask.ca

Catalogue Entry

Chemical Engineering (137 credit units)

Bachelor of Science in Engineering (B.E.) - Chemical Engineering

Year 1 (41-44 credit units)

All Engineering programs have a common first year.

Note: Students in the Chemical Engineering Undergraduate Program cannot use ENVE 201 as a substitute for CHEM 242.

Year 2 (36 27 credit units)

Fall Term

- CHE 220.3 Introduction to Process Engineering
- <u>CHEM 242.3</u> Thermodynamics and Kinetics (If <u>CHEM 115.3</u> General Chemistry II Chemical Processes has not been taken, it must be taken in this term.)
- <u>CHEM 250.3</u> Introduction to Organic Chemistry
- EE 204.3 Basic Electronics and Electrical Power
- GE 213.3 Mechanics of Materials
- MATH 223.3 Calculus III for Engineers

Winter Term

- 3 credit units Group A Elective (students must take <u>CHEM 242.3</u> Thermodynamics and Kinetics if it has not been taken in Fall Term)
- CHE 210.3 Fluid Mechanics I
- <u>CHE 223.3</u> Chemical Thermodynamics
- <u>CHEM 221.3</u> Analytical Chemistry I or <u>BMSC 240.3</u> Laboratory Techniques
- CMPT 113.3
- MATH 224.3 Calculus IV for Engineers

Year 3 (32 - 35 credit units)

Fall Term

- <u>CHE 323.3</u> Chemical Engineering Thermodynamics
- <u>CHE 325.3</u> Process Engineering and Design I
- CHE 470.0 Industrial Site Visitation
- <u>CHEM 231.3</u> Inorganic Chemistry I
- GE 210.3 Probability and Statistics

Winter Term

- <u>CHE 315.3</u> 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

Fall Term or Winter Term

- 3 credit units Complementary Studies Elective (over year 3 or year 4)
- GE 348.3 Engineering Economics
- <u>RCM 200.3</u> Engineering Professional Communication

Year 4 (35 - 38 31 - 34 credit units)

Fall Term

- <u>CHE 411.3</u> Chemical Reaction Engineering
- CHE 414.2 Chemical Engineering Laboratory II
- CHE 421.3 Mass Transfer
- CHE 423.3 Process Dynamics and Control

Winter Term

- 3 credit units Group B Elective or a 400-level approved Technical Elective from another Department
- <u>CHE 424.2</u> Chemical Engineering Laboratory III
- GE 449.3 Engineering in Society

Fall Term or Winter Term

- 3 credit units Senior Humanities or Social Science Elective
- 63 credit units Group B Elective (over year 3 or year 4)
- <u>CHE 431.1</u> Seminar

Fall Term and Winter Term

Choose 6 credit units from the following:

- <u>CHE 495.6</u> Process Engineering and Design II
- GE 495.6 Technological Innovation Capstone Design Project

Elective Lists

Please consult an Academic Advisor. Some electives offered by other departments are given in alternate years.

Group A Elective List

- BIOC 300.3
- BMIS 310.3 Proteins and Enzymes
- BIOL 120.3 The Nature of Life or GEOL 121.3 Earth Processes
- BMSC 200.3 Biomolecules (formerly BIOC 200.3)
- <u>CHE 364.3</u> Petrochemical Engineering
- CHEM 255.3 Bio Organic Chemistry
- <u>CHEM 322.3</u> Analytical Chemistry II
- <u>CHEM 344.3</u> Introductory Chemical Quantum Mechanics
- <u>CHEM 375.3</u> Environmental Chemistry
- CHEM 377.3 Industrial Chemistry
- <u>CMPT 145.3</u> Principles of Computer Science
- <u>CMPT 215.3</u> 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 Elective List

- CHE 320.3
- <u>CHE 369.3</u> Fundamentals of Mineral Processing and Hydrometallurgy
- CHE 453.3 Corrosion Engineering
- <u>CHE 454.3</u> Design of Industrial Waste Treatment Systems
- <u>CHE 460.3</u> 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
- <u>ME 478.3</u> Introduction to Fire Protection Engineering

Note: Some Group B electives are offered in alternating years while others are offered annually. Consult with a faculty advisor to determine the availability of specific electives.

Complementary Studies Elective

- ANTH 100-Level, 200-Level, 300-Level, 400-Level
- <u>ARBC 100-Level, 200-Level, 300-Level, 400-Level</u>
- ARCH 100-Level, 200-Level, 300-Level, 400-Level
- ARTH 100-Level, 200-Level, 300-Level, 400-Level
- CHIN 100-Level, 200-Level, 300-Level, 400-Level
- CLAS 100-Level, 200-Level, 300-Level, 400-Level
- CMRS 100-Level, 200-Level, 300-Level, 400-Level
- COMM- 100-Level
- <u>COMM 201.3</u> Introduction to Financial Accounting
- COMM 203.3 Introduction to Finance
- <u>COMM 204.3</u> Introduction to Marketing
- <u>COMM 205.3</u> Introduction to Operations Management
- <u>COMM 210.3</u> Introduction to Management Accounting
- <u>COMM 211.3</u> Human Resource Management
- COMM 229.3 Personal Financial Management
- <u>COMM 304.3</u> Introduction to Business Law
- <u>COMM 306.3</u> Ethics and Strategic Decision Making
- <u>COMM 308.3</u> Cost Management Systems
- COMM 321.3 Corporate Financial Reporting I
- COMM 323.3 Corporate Financial Reporting II
- COMM 329.3
- <u>COMM 337.3</u> Business Information and Accounting Systems
- COMM 340.3 Introduction to International Business
- **COMM 342.3** Organization Structure and Design
- **COMM 343.3** Recruitment Selection and Engagement
- COMM 345.3 Business and Public Policy
- <u>COMM 346.3</u> Technology Commercialization
- COMM 347.3 Indigenous Business in Canada
- COMM 348.3 Leadership
- COMM 349.3 Introduction to Entrepreneurship
- COMM 352.3 Marketing Strategy
- COMM 354.3 Consumer Behaviour
- COMM 357.3 Marketing Research
- CREE 100-Level, 200-Level, 300-Level, 400-Level
- ECON 111.3 Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics
- ECON 211.3 Intermediate Microeconomics
- ECON 214.3 Intermediate Macroeconomics
- ECON 221.3 Women and the Economy
- ECON 223.3 Labour Economics
- ECON 227.3 Wage Determination
- ECON 234.3 Economics of Health Care
- ECON 254.3 International Trading System
- ECON 256.3 International Monetary System
- ECON 270.3 Development in Non Industrialized Countries
- ECON 275.3 Economics of Natural Resources
- ECON 277.3 Economics of the Environment
- ECON 280.3 Classical Economics
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- FREN 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning

- GEOG 202.3 Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- GERM 100-Level, 200-Level, 300-Level, 400-Level
- GRK 100-Level, 200-Level, 300-Level, 400-Level
- <u>HEB 100-Level, 200-Level, 300-Level, 400-Level</u>
- HIST 100-Level, 200-Level, 300-Level, 400-Level
- HNDI 100-Level, 200-Level, 300-Level, 400-Level
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- IS 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
- LING 100-Level, 200-Level, 300-Level, 400-Level
- LIT 100-Level, 200-Level, 300-Level, 400-Level
- MUS 101.3 Fundamentals of Music
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- PHIL 202.3 Philosophy of Religion
- PHIL 206.3 Early Modern Philosophy
- PHIL 208.3 Ancient Philosophy Pre-Socratic to Plato
- PHIL 209.3 Ancient Philosophy Aristotle to Plotinus
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 218.3 Existentialism
- PHIL 219.3 Phenomenology
- PHIL 224.3 Philosophy of Sexuality
- PHIL 226.3 Environmental Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 231.3 Moral Problems
- PHIL 233.3 Ethical Theory
- PHIL 234.3 Biomedical Ethics
- PHIL 235.3 Business and Professional Ethics
- PHIL 236.3 Ethics and Technology
- PHIL 237.3 Law and Morality
- PHIL 238.3 Ethical Issues in Scientific Research
- PHIL 251.3 Philosophy of Science
- PHIL 262.3 Social and Political Philosophy
- PHIL 265.3 Decision and Choice Theory
- PHIL 271.3 Aesthetics and Philosophy of Art
- PHIL 281.3 Theory of Knowledge
- PHIL 285.3 Persons Minds and Bodies
- PHIL 292.3 Metaphysics Reality Existence and Change
- PHIL 294.3 Philosophy of Human Nature
- PHIL 296.3
- POLS 100-Level, 200-Level, 300-Level, 400-Level
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RCM 400-Level</u>
- <u>RLST 100-Level, 200-Level, 300-Level, 400-Level</u>
- RUSS 100-Level, 200-Level, 300-Level, 400-Level
- SNSK 100-Level, 200-Level, 300-Level, 400-Level

- SOC 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
- Exception: CLAS 104 cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Exception: COMM 121.3 is restricted to Edwards School of Business students.

Senior Humanities or Social Science Elective

- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- ECON 200-Level, 300-Level, 400-Level
- ENG 200-Level, 300-Level, 400-Level
- **<u>GEOG 202.3</u>** Regional Geography of Canada
- **<u>GEOG 204.3</u>** Geography of the Prairie Region
- **<u>GEOG 208.3</u>** World Regional Development
- **<u>GEOG 240.3</u>** Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- <u>HIST 200-Level, 300-Level, 400-Level</u>
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- PHIL 200-Level, 300-Level, 400-Level
- POLS 200-Level, 300-Level, 400-Level
- <u>PSY 200-Level, 300-Level, 400-Level</u>
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Civil Engineering (149 credit units)

Bachelor of Science in Engineering (B.E.) - Civil Engineering

Year 1 (41-44 credit units)

All Engineering programs have a **common** first year.

Year 2 (38 36 credit units)

Fall Term

- <u>CE 202.3</u> Spatial Analysis and Engineering Drawings
- <u>CE 212.3</u> Civil Engineering Materials
- GE 210.3 Probability and Statistics
- GEOL 121.3 Earth Processes
- MATH 223.3 Calculus III for Engineers

If GEOL 121 is not taken as the science elective in Year 1, it must be taken in Fall Term of Year 2.

Winter Term

- CE 225.3 Fluid Mechanics
- CE 295.3 Design Project
- <u>CMPT 141.3</u> Introduction to Computer Science
- GE 213.3 CE 213.3 Mechanics of Materials
- **GEOE 218.3** Engineering Geology
- MATH 224.3 Calculus IV for Engineers

Fall Term or Winter Term

- 3 credit units Science Elective List 1 or List 2
- <u>RCM 200.3</u> Engineering Professional Communication

Spring Term

<u>CE 271.2</u> Spring Surveying Camp

Year 3 (36 credit units)

Fall Term

- CE 315.3 Fluid Mechanics and Hydraulics
- <u>CE 317.3</u> Structural Analysis
- <u>CE 318.3</u> Applied Engineering Mathematics
- <u>CE 320.3</u> Project Engineering
- <u>CE 328.3</u> Fundamentals of Soil Mechanics
- GE 348.3 Engineering Economics

Winter Term

- CE 319.3 Hydrology
- <u>CE 321.3</u> Structural Systems and Materials
- <u>CE 327.3</u> Municipal Engineering
- CE 329.3 Transportation Engineering I
- <u>CE 330.3</u> Geotechnical Engineering
- 3 credit units-Senior Humanities or Social Science Elective

Year 4 (36 credit units)

Fall Term and Winter Term

• CE 495.6 Capstone Design Project

Fall Term or Winter Term

27 credit units (9 courses)

- 3 credit units CE Elective Courses (Group G)
- 3 credit units CE Elective Courses (Group P)
- 3 credit units CE Elective Courses (Group S)
- 3 credit units CE Elective Courses (Group W)
- 12 additional credit units CE Elective courses (Groups W, G, or S)
- 3 additional credit units CE Elective courses (Groups W, G, S, P, or R)

Winter Term

• GE 449.3 Engineering in Society

Electives

Science Elective

If <u>GEOL 121.3</u> Earth Processes is not taken as the science elective in Year 1, it must be taken in Fall Term of Year 2.

List 1

- BIOL 120.3 The Nature of Life
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- GEOL 121.3 Earth Processes
- **PHYS 125.3** Physics and Technology

List 2

- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy
- CHEM 221.3 Analytical Chemistry I
- <u>CHEM 231.3</u> Inorganic Chemistry I
- <u>CHEM 242.3</u> Thermodynamics and Kinetics
- <u>CHEM 250.3</u> Introduction to Organic Chemistry
- EVSC 203.3 Sampling and Laboratory Analysis
- EVSC 210.3 Environmental Physics
- GEOG 120.3 Introduction to Global Environmental Systems
- GEOL 224.3 Mineralogy
- GEOL 245.3 Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

CE Elective Courses

CE electives are offered subject to minimum enrolment and staffing considerations. Civil Engineering students are required to complete 27 credit units from Groups W, G, S, P, or R:

W: Water and Municipal Engineering

- **CE 415.3** Structures for Water Management
- CE 464.3 Water Resources Engineering
- ENVE 414.3 Water and Wastewater Engineering
- GEOE 375.3 Engineering Hydrogeology

G: Soil, Pavement and Geotechnical Engineering

- CE 417.3 Pavement Materials and Design
- <u>CE 466.3</u> Geotechnical Modelling
- <u>CE 468.3</u> Environmental Geotechnics
- GEOE 315.3 Rock Mechanics

S: Structural Engineering

- CE 418.3 Design in Reinforced Concrete
- <u>CE 463.3</u> Advanced Structural Analysis
- <u>CE 470.3</u> Design in Structural Steel
- CE 474.3 Design in Masonry

P: Projects and Planning

- <u>CE 421.3</u> Engineering Project Management
- <u>CE 467.3</u> Transportation Engineering II
- **ENVE 381.3** Sustainability and Environmental Assessment
- GE 496.3 Technological Innovation Design Project

R: Related Courses

- <u>ME 478.3</u> Introduction to Fire Protection Engineering
- PLAN 341.3 Urban Planning
- PLAN 350.3 Transportation Planning and Geography
- <u>RCM 400-Level</u>

Senior Humanities or Social Science Elective

- ANTH 111.3 One World Many Peoples Introduction to Cultural Anthropology One World Many Peoples
 Introduction to Cultural Anthropology
- <u>ARCH 112.3</u> The Human Journey Introduction to Archaeology and Biological Anthropology The Human Journey Introduction to Archaeology and Biological Anthropology
- ARCH 116.3 Introduction to Near Eastern and Classical Archaeology Introduction to Near Eastern and Classical Archaeology
 CLAS 404
 - CLAS 104.
- CLAS 110.3 Greek Civilization Greek Civilization
- CLAS 111.3 Roman Civilization Roman Civilization
- **CMRS 110.3** The Graeco Roman Tradition Evolution and Reception The Graeco Roman Tradition Evolution and Reception
- CMRS 111.3 Medieval and Renaissance Civilization Medieval and Renaissance Civilization
- ECON 111.3 Introductory Microeconomics Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics Introductory Macroeconomics
- GEOG 130.3 Environment Health and Planning Environment Health and Planning
- HIST 110.3
- HIST 111.3
- HIST 115.3 History Matters Ideas and Culture History Matters Ideas and Culture
- HIST 121.3
- HIST 122.3
- HIST 125.3 History Matters Indigenous Colonial and Post Colonial Histories History Matters Indigenous Colonial and Post Colonial Histories
- HIST 135.3 History Matters Gender Sex and Society History Matters Gender Sex and Society
- HIST 145.3 History Matters War Violence and Politics History Matters War Violence and Politics
- HIST 155.3 History Matters Science and Environment History Matters Science and Environment
- HIST 165.3 History Matters Health and Society History Matters Health and Society
- HIST 175.3 History Matters Identities and Communities in Transition History Matters Identities and Communities in Transition
- INDG 107.3 Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies
- **LING 111.3** Structure of Language Structure of Language

- LING 112.3 Dynamics of Language Dynamics of Language
- PHIL 120.3 Knowledge Mind and Existence Knowledge Mind and Existence
- PHIL 133.3 Introduction to Ethics and Values Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking Critical Thinking
- **POLS 111.3** Democratic Citizenship in Canada Democratic Citizenship in Canada
- POLS 112.3 Justice and Injustice in Politics and Law Justice and Injustice in Politics and Law
- PSY 120.3 Biological and Cognitive Bases of Psychology Biological and Cognitive Bases of Psychology
- PSY 121.3 Social Clinical Cultural and Developmental Bases of Psychology Social Clinical Cultural and Developmental Bases of Psychology
- <u>SOC 111.3</u> Foundations in Sociology Society Structure Process Foundations in Sociology Society Structure Process
- <u>SOC 112.3</u> Foundations in Sociology Social Construction of Everyday Life Foundations in Sociology Social Construction of Everyday Life
- WGST 112.3 Introduction to Womens and Gender Studies Introduction to Womens and Gender Studies
- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- <u>ECON 200-Level, 300-Level, 400-Level</u>
- ENG 200-Level, 300-Level, 400-Level
- **<u>GEOG 202.3</u>** Regional Geography of Canada
- **<u>GEOG 204.3</u>** Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- **<u>GEOG 240.3</u>** Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- <u>HIST 200-Level, 300-Level, 400-Level</u>
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- <u>PHIL 200-Level, 300-Level, 400-Level</u>
- POLS 200-Level, 300-Level, 400-Level
- <u>PSY 200-Level, 300-Level, 400-Level</u>
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- SOC 200-Level, 300-Level, 400-Level
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Exception: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 4

Computer Engineering (144 credit units)

Bachelor of Science in Engineering (B.E.) - Computer Engineering

Year 1 (41-44 credit units)

All Engineering programs have a **common** first year.

Year 2 (34 credit units)

Fall Term

- <u>CMPT 141.3</u> Introduction to Computer Science
- <u>EE 205.1</u> Safety and Stewardship in Electrical and Computer Engineering
- EE 232.3 Digital Electronics
- EE 265.3 Discrete Time Signals and Systems
- EP 202.3 Electric and Magnetic Fields and Circuits
- MATH 223.3 Calculus III for Engineers
- CMPT 270.3 Developing Object-Oriented Systems
- CMPT 214.3 Programming Principles and Practice

Winter Term

- <u>CMPT 145.3</u> Principles of Computer Science
- EE 216.3 Probability Statistics and Numerical Methods
- EE 271.3 Materials and Heat Transport in Electrical Engineering
- EP 214.3 Analog Signals and Systems
- MATH 224.3 Calculus IV for Engineers
- EE 221.3 Analog Electronics
- CMPT 280.3 Data Structures and Algorithms

Year 3 (33 credit units)

Focus Areas – Students must complete the Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.

Fall Term

- <u>CME 331.3</u> Microprocessor Based Embedded Systems
- <u>CME 341.3</u> Logic Design Using FPGAs
- <u>CMPT 214.3</u> Programming Principles and Practice
- RCM 200.3 Engineering Professional Communication

- 3 credit units Digital Systems Focus Area
- 3 credit units Second Focus Area
- 3 credit units Science Elective List 1 or List 2

Winter Term

- <u>CME 334.3</u> Network Architecture and Protocols
- <u>GE 348.3</u> Engineering Economics
- <u>3 credit unit</u>s Digital Systems Focus Area
- 3 credit units Second Focus Area

Year 4 (33 credit units)

Fall Term

- 3 credit units Senior Humanities/Social Elective
- 6 credit units Digital Systems Focus Area
- 6 credit units Second Focus Area

Winter Term

- <u>GE 449.3</u> Engineering in Society
- 3 credit units Digital Systems Focus Area
- 3 credit units Second Focus Area
- 3 credit units Complementary Studies Elective

Fall Term and Winter Term

6 credit units from the following:

- <u>CME 495.6</u> Capstone Design Project
- <u>GE 495.6</u> Technological Innovation Capstone Design Project

Focus Areas

Focus Areas – Students must complete Digital Systems Focus Area and one of the Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.

Digital Systems

Year 3 - Fall Term

<u>CME 342.3</u> Introduction to Digital Integrated Circuits and System on Chip

Year 3 - Winter Term

• CME 332.3 Real Time Computing

Year 4 - Fall Term

- CME 433.3 Digital Systems Architecture
- CME 435.3 Verification of Digital Systems

Year 4 - Winter Term

• CME 466.3 Design of an Advanced Digital System

Digital Signal Processing and Applications

Year 3 - Fall Term

• EE 362.3 Digital Signal Processing

Year 3 - Winter Term

• **EE 365.3** Algorithms and Circuits with Finite Precision Arithmetics

Or, if choosing two-dimensional image processing/computer visions courses:

• <u>EE 466.3</u> Image Processing

Year 4 - Fall Term

- **EE 456.3** Digital Communication
- EE 461.3 Digital Filter Design

Or, if choosing two-dimensional image processing/computer visions courses:

• **EE 467.3** Computer Vision

Year 4 - Winter Term

• <u>EE 465.3</u> Design of a DSP System

Or, if choosing two-dimensional image processing/computer visions courses:

• **EE 468.3** Design of a Computer Vision System

Computer Software

Year 3 - Fall Term

- <u>CMPT 270.3</u> Developing Object-Oriented Systems
- CMPT 370.3 Intermediate Software Engineering

Year 3 - Fall or Winter Term

- <u>CMPT 280.3</u> Intermediate Data Structures and Algorithms
- 3 credit unit Group B Elective (choose from List B1 or B2)

Year 4 - Fall Term

CME 465.3 Embedded Machine Learning

Year 4 - Fall or Winter Term

• 6 credit units Group C Elective (choose from List C1 or C2)

Year 4 - Winter Term

3 credit units Group C Elective

Group B Electives

- <u>CMPT 332.3</u> Operating Systems Concepts
- <u>CMPT 350.3</u> Web Programming
- <u>CMPT 370.3</u> Intermediate Software Engineering
- List B1
- CMPT 318.3 Data Analytics
- List B2
- CMPT 353.3 Full Stack Web Programming
- CMPT 381.3 Implementation of Graphical User Interfaces

Group C Electives

- <u>CMPT 432.3</u> Advanced Operating Systems Concepts
- <u>CMPT 434.3</u> Computer Networks
- <u>CMPT 436.3 Mobile and Cloud Computing</u>
- <u>CMPT 470.3</u> Advanced Software Engineering
- List C1
- CMPT 423.3 Machine Learning
- CMPT 436.3 Mobile and Cloud Computing
- CMPT 481.3 Human Computer Interaction
- CMPT 487.3 Image Processing and Computer Vision
- CMPT 489.3 Deep Learning
- List C2

- CMPT 432.3 Advanced Operating Systems Concepts
- CMPT 434.3 Computer Networks
- CMPT 438.3 Introduction to Computer Security
- CMPT 470.3 Advanced Software Engineerin

Electives

Science Elective

List 1

- BIOL 120.3 The Nature of Life
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- GEOL 121.3 Earth Processes
- PHYS 125.3 Physics and Technology

List 2

- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy
- CHEM 221.3 Analytical Chemistry I
- CHEM 231.3 Inorganic Chemistry I
- <u>CHEM 242.3</u> Thermodynamics and Kinetics
- **CHEM 250.3** Introduction to Organic Chemistry
- EVSC 203.3 Sampling and Laboratory Analysis
- EVSC 210.3 Environmental Physics
- GEOG 120.3 Introduction to Global Environmental Systems
- GEOL 224.3 Mineralogy
- **<u>GEOL 245.3</u>** Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

Complementary Studies Elective

- <u>ANTH 100-Level, 200-Level, 300-Level, 400-Level</u>
- ARBC 100-Level, 200-Level, 300-Level, 400-Level
- ARCH 100-Level, 200-Level, 300-Level, 400-Level
- <u>ARTH 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CHIN 100-Level, 200-Level, 300-Level, 400-Level</u>
- CLAS 100-Level, 200-Level, 300-Level, 400-Level
- CMRS 100-Level, 200-Level, 300-Level, 400-Level
- COMM- 100-Level
- <u>COMM 201.3</u> Introduction to Financial Accounting
- <u>COMM 203.3</u> Introduction to Finance
- <u>COMM 204.3</u> Introduction to Marketing
- <u>COMM 205.3</u> Introduction to Operations Management
- COMM 210.3 Introduction to Management Accounting
- <u>COMM 211.3</u> Human Resource Management
- COMM 229.3 Personal Financial Management

- <u>COMM 304.3</u> Introduction to Business Law
- <u>COMM 306.3</u> Ethics and Strategic Decision Making
- <u>COMM 308.3</u> Cost Management Systems
- <u>COMM 321.3</u> Corporate Financial Reporting I
- <u>COMM 323.3</u> Corporate Financial Reporting II
- COMM 329.3
- <u>COMM 337.3</u> Business Information and Accounting Systems
- <u>COMM 340.3</u> Introduction to International Business
- COMM 342.3 Organization Structure and Design
- COMM 343.3 Recruitment Selection and Engagement
- <u>COMM 345.3</u> Business and Public Policy
- <u>COMM 346.3</u> Technology Commercialization
- <u>COMM 347.3</u> Indigenous Business in Canada
- COMM 348.3 Leadership
- <u>COMM 349.3</u> Introduction to Entrepreneurship
- COMM 352.3 Marketing Strategy
- <u>COMM 354.3</u> Consumer Behaviour
- COMM 357.3 Marketing Research
- <u>CREE 100-Level, 200-Level, 300-Level, 400-Level</u>
- ECON 111.3 Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics
- ECON 211.3 Intermediate Microeconomics
- ECON 214.3 Intermediate Macroeconomics
- ECON 221.3 Women and the Economy
- ECON 223.3 Labour Economics
- ECON 227.3 Wage Determination
- ECON 234.3 Economics of Health Care
- ECON 254.3 International Trading System
- ECON 256.3 International Monetary System
- ECON 270.3 Development in Non Industrialized Countries
- ECON 275.3 Economics of Natural Resources
- ECON 277.3 Economics of the Environment
- ECON 280.3 Classical Economics
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- FREN 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning
- **GEOG 202.3** Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- GERM 100-Level, 200-Level, 300-Level, 400-Level
- GRK 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
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- IS 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
- LING 100-Level, 200-Level, 300-Level, 400-Level
- LIT 100-Level, 200-Level, 300-Level, 400-Level
- MUS 101.3 Fundamentals of Music
- PHIL 120.3 Knowledge Mind and Existence

- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- PHIL 202.3 Philosophy of Religion
- PHIL 206.3 Early Modern Philosophy
- PHIL 208.3 Ancient Philosophy Pre-Socratic to Plato
- PHIL 209.3 Ancient Philosophy Aristotle to Plotinus
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 218.3 Existentialism
- PHIL 219.3 Phenomenology
- PHIL 224.3 Philosophy of Sexuality
- PHIL 226.3 Environmental Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 231.3 Moral Problems
- PHIL 233.3 Ethical Theory
- PHIL 234.3 Biomedical Ethics
- PHIL 235.3 Business and Professional Ethics
- PHIL 236.3 Ethics and Technology
- PHIL 237.3 Law and Morality
- PHIL 238.3 Ethical Issues in Scientific Research
- PHIL 251.3 Philosophy of Science
- PHIL 262.3 Social and Political Philosophy
- PHIL 265.3 Decision and Choice Theory
- PHIL 271.3 Aesthetics and Philosophy of Art
- PHIL 281.3 Theory of Knowledge
- PHIL 285.3 Persons Minds and Bodies
- PHIL 292.3 Metaphysics Reality Existence and Change
- PHIL 294.3 Philosophy of Human Nature
- PHIL 296.3

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- <u>POLS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- RCM 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
- SOC 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
- Exception: CLAS 104 cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Exception: COMM 121.3 is restricted to Edwards School of Business students.
- Note: Special Topics courses cannot be used to meet a Complementary Studies Elective Requirement (any course ending in 98 or 99).

Senior Humanities or Social Science Elective

- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- <u>ECON 200-Level, 300-Level, 400-Level</u>
- ENG 200-Level, 300-Level, 400-Level

- **<u>GEOG 202.3</u>** Regional Geography of Canada
- **<u>GEOG 204.3</u>** Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- **GEOG 240.3** Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- HIST 200-Level, 300-Level, 400-Level
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- PHIL 200-Level, 300-Level, 400-Level
- <u>POLS 200-Level, 300-Level, 400-Level</u>
- <u>PSY 200-Level, 300-Level, 400-Level</u>
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Electrical Engineering (144 credit units)

Bachelor of Science in Engineering (B.E.) - Electrical Engineering

Year 1 (41-44 credit units)

All Engineering programs have a **common** first year.

Year 2 (34 credit units)

Fall Term

- <u>CMPT 116.3</u> Computing I
- EE 205.1 Safety and Stewardship in Electrical and Computer Engineering
- EE 265.3 Discrete Time Signals and Systems
- EP 202.3 Electric and Magnetic Fields and Circuits
- MATH 223.3 Calculus III for Engineers
- EE 232.3 Digital Electronics
- CMPT 214.3 Programming Principles and Practice

Winter Term

- <u>EE 216.3</u> Probability Statistics and Numerical Methods
- **<u>EE 241.3</u>** Introduction to Electric Power Systems
- EE 271.3 Materials and Heat Transport in Electrical Engineering
- EP 214.3 Analog Signals and Systems
- MATH 224.3 Calculus IV for Engineers
- EE 221.3 Analog Electronics

Year 3 (33 credit units)

Focus Areas – Students must complete two focus areas from Power and Energy; Digital Signal Processing and Applications; or Sensors, Circuits and Devices.

Fall Term

- 6 credit units First Focus Area
- 6 credit units Second Focus Area
- <u>CME 331.3</u> Microprocessor Based Embedded Systems
- <u>GE 348.3</u> Engineering Economics

Winter Term

- 3 credit units First Focus Area
- 3 credit units Science Elective List 1 or List 2
- 3 credit units Second Focus Area
- EE 382.3 Control Systems
- <u>RCM 200.3</u> Engineering Professional Communication

Year 4 (33 credit units)

Focus Areas – Students must complete two focus areas from Power and Energy; Digital Signal Processing and Applications; or Sensors, Circuits and Devices.

Fall Term

- 3 credit units Senior Humanities/Social Elective
- 6 credit units First Focus Area
- 6 credit units Second Focus Area

Winter Term

- 3 credit units Complementary Studies Elective
- 3 credit units First Focus Area
- 3 credit units Second Focus Area
- GE 449.3 Engineering in Society

Fall Term and Winter Term

• EE 495.6 Senior Design Project

Focus Areas

Power and Energy

Year 3 - Fall Term

- **EE 341.3** Electric Machines Fundamentals
- EE 343.3 Power Electronics

Year 3 - Winter Term

• **<u>EE 342.3</u>** Transmission of Electrical Energy

Year 4 - Fall Term

- **EE 441.3** Power Systems Analysis
- <u>EE 444.3</u> Advanced Analysis of Electric Machines and Drive Systems
- **<u>EE 442.3</u>** Power Systems Operation and Control

Year 4 - Winter Term

• EE 448.3 Renewable Energy and Power Systems

Digital Signal Processing and Applications

Year 3 - Fall Term

- <u>CME 341.3</u> Logic Design Using FPGAs
- **EE 362.3** Digital Signal Processing

Year 3 - Winter Term

• **<u>EE 365.3</u>** Algorithms and Circuits with Finite Precision Arithmetics

Or, if choosing two-dimensional image processing/computer visions courses:

• EE 466.3 Image Processing

Year 4 - Fall Term

- EE 456.3 Digital Communication
- EE 461.3 Digital Filter Design

Or, if choosing two-dimensional image processing/computer visions courses:

• EE 467.3 Computer Vision

Year 4 - Winter Term

• EE 465.3 Design of a DSP System

Or, if choosing two-dimensional image processing/computer visions courses:

• **<u>EE 468.3</u>** Design of a Computer Vision System

Sensors, Circuits and Devices

Year 3 - Fall Term

- **<u>EE 301.3</u>** Electricity Magnetism and Fields
- **<u>EE 321.3</u>** Advanced Analog Electronics and Instrumentation

Year 3 - Winter Term

• EE 322.3 Microwave and RF Circuits

Year 4 - Fall Term

- **EE 471.3** Introduction to Micro and Nanotechnology
- EE 473.3 Electronic Devices

Year 4 - Winter Term

• **EE 472.3** Optoelectronics and Photonics

Electives

Science Elective

List 1

- BIOL 120.3 The Nature of Life
- CHEM 115.3 General Chemistry II Chemical Processes
- GEOL 121.3 Earth Processes
- PHYS 125.3 Physics and Technology

List 2

- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy
- <u>CHEM 221.3</u> Analytical Chemistry I
- CHEM 231.3 Inorganic Chemistry I
- <u>CHEM 242.3</u> Thermodynamics and Kinetics
- <u>CHEM 250.3</u> Introduction to Organic Chemistry
- EVSC 203.3 Sampling and Laboratory Analysis
- EVSC 210.3 Environmental Physics
- GEOG 120.3 Introduction to Global Environmental Systems
- GEOL 224.3 Mineralogy
- <u>GEOL 245.3</u> Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

Complementary Studies Elective

- ANTH 100-Level, 200-Level, 300-Level, 400-Level
- <u>ARBC 100-Level, 200-Level, 300-Level, 400-Level</u>

- <u>ARCH 100-Level, 200-Level, 300-Level, 400-Level</u>
- ARTH 100-Level, 200-Level, 300-Level, 400-Level
- <u>CHIN 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CMRS 100-Level, 200-Level, 300-Level, 400-Level</u>
- COMM- 100-Level
- <u>COMM 201.3</u> Introduction to Financial Accounting
- <u>COMM 203.3</u> Introduction to Finance
- <u>COMM 204.3</u> Introduction to Marketing
- <u>COMM 205.3</u> Introduction to Operations Management
- <u>COMM 210.3</u> Introduction to Management Accounting
- COMM 211.3 Human Resource Management
- COMM 229.3 Personal Financial Management
- COMM 304.3 Introduction to Business Law
- <u>COMM 306.3</u> Ethics and Strategic Decision Making
- COMM 308.3 Cost Management Systems
- COMM 321.3 Corporate Financial Reporting I
- COMM 323.3 Corporate Financial Reporting II
- COMM 329.3
- <u>COMM 337.3</u> Business Information and Accounting Systems
- <u>COMM 340.3</u> Introduction to International Business
- <u>COMM 342.3</u> Organization Structure and Design
- <u>COMM 343.3</u> Recruitment Selection and Engagement
- COMM 345.3 Business and Public Policy
- COMM 346.3 Technology Commercialization
- <u>COMM 347.3</u> Indigenous Business in Canada
- COMM 348.3 Leadership
- COMM 349.3 Introduction to Entrepreneurship
- COMM 352.3 Marketing Strategy
- COMM 354.3 Consumer Behaviour
- COMM 357.3 Marketing Research
- CREE 100-Level, 200-Level, 300-Level, 400-Level
- ECON 111.3 Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics
- ECON 211.3 Intermediate Microeconomics
- ECON 214.3 Intermediate Macroeconomics
- ECON 221.3 Women and the Economy
- ECON 223.3 Labour Economics
- ECON 227.3 Wage Determination
- ECON 234.3 Economics of Health Care
- ECON 254.3 International Trading System
- ECON 256.3 International Monetary System
- ECON 270.3 Development in Non Industrialized Countries
- ECON 275.3 Economics of Natural Resources
- ECON 277.3 Economics of the Environment
- ECON 280.3 Classical Economics
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- FREN 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning
- GEOG 202.3 Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography

- <u>GERM 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>GRK 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>HEB 100-Level, 200-Level, 300-Level, 400-Level</u>
- HIST 100-Level, 200-Level, 300-Level, 400-Level
- HNDI 100-Level, 200-Level, 300-Level, 400-Level
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- IS 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
- LING 100-Level, 200-Level, 300-Level, 400-Level
- LIT 100-Level, 200-Level, 300-Level, 400-Level
- MUS 101.3 Fundamentals of Music
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- PHIL 202.3 Philosophy of Religion
- PHIL 206.3 Early Modern Philosophy
- PHIL 208.3 Ancient Philosophy Pre-Socratic to Plato
- PHIL 209.3 Ancient Philosophy Aristotle to Plotinus
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 218.3 Existentialism
- PHIL 219.3 Phenomenology
- PHIL 224.3 Philosophy of Sexuality
- PHIL 226.3 Environmental Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 231.3 Moral Problems
- PHIL 233.3 Ethical Theory
- PHIL 234.3 Biomedical Ethics
- PHIL 235.3 Business and Professional Ethics
- PHIL 236.3 Ethics and Technology
- PHIL 237.3 Law and Morality
- PHIL 238.3 Ethical Issues in Scientific Research
- PHIL 251.3 Philosophy of Science
- PHIL 262.3 Social and Political Philosophy
- PHIL 265.3 Decision and Choice Theory
- PHIL 271.3 Aesthetics and Philosophy of Art
- PHIL 281.3 Theory of Knowledge
- PHIL 285.3 Persons Minds and Bodies
- PHIL 292.3 Metaphysics Reality Existence and Change
- PHIL 294.3 Philosophy of Human Nature
- PHIL 296.3
- POLS 100-Level, 200-Level, 300-Level, 400-Level
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- RCM 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
- SOC 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

- Exception: CLAS 104 cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Exception: COMM 121.3 is restricted to Edwards School of Business students.
- Note: Special Topics courses cannot be used to meet a Complementary Studies Elective Requirement (any course ending in 98 or 99).

Senior Humanities or Social Science Elective

- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- ECON 200-Level, 300-Level, 400-Level
- ENG 200-Level, 300-Level, 400-Level
- **<u>GEOG 202.3</u>** Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- **<u>GEOG 240.3</u>** Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- <u>HIST 200-Level, 300-Level, 400-Level</u>
- INDG 200-Level, 300-Level, 400-Level
- IS 200-Level, 300-Level, 400-Level
- <u>PHIL 200-Level, 300-Level, 400-Level</u>
- <u>POLS 200-Level, 300-Level, 400-Level</u>
- <u>PSY 200-Level, 300-Level, 400-Level</u>
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Exception: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Engineering Physics (151 credit units)

Bachelor of Science in Engineering (B.E.) - Engineering Physics

Year 1 (41-44 credit units)

All Engineering programs have a **common** first year.

Year 2 (37 credit units)

Fall Term

- <u>CMPT 116.3</u> Computing I
- EP 202.3 Electric and Magnetic Fields and Circuits
- EP 253.1 Modern Physics Laboratory I
- MATH 223.3 Calculus III for Engineers
- PHYS 252.3 Foundations of Modern Physics
- RCM 200.3 Engineering Professional Communication
- **EE 232.3** Digital Electronics
- EP 370.3 Heat Kinetic Theory and Thermodynamics

Winter Term

- EP 214.3 Analog Signals and Systems
- EP 228.3 Computer Tools for Engineering Physics
- MATH 224.3 Calculus IV for Engineers
- PHYS 223.3 Mechanics I
- STAT 241.3 Probability Theory
- EE 221.3 Analog Electronics

Year 3 (37 34 credit units)

Fall Term

- **<u>EE 321.3</u>** Advanced Analog Electronics and Instrumentation
- EP 353.2 Modern Physics Laboratory II
- PHYS 356.3 Intermediate Electromagnetism
- PHYS 383.3 Quantum Mechanics I
- MATH 331.3 Applied Differential Equations
- 3 credit units of Engineering Physics Requirements

Winter Term

- EP 317.3 Applied Physics of Materials
- EP 320.3 Discrete Linear Systems and Control Theory
- EP 325.3 Optical Systems Design
- EP 354.2 Modern Physics Laboratory III
- PHYS 323.3 Mechanics II
- 3 credit units of Engineering Physics Requirements

Year 4 (36 credit units)

Fall Term

- EP 413.3 Instrumentation and Design
- EP 417.3 Advanced Materials Science with Applications
- EP 421.3 Advanced Optics
- <u>GE 348.3</u> Engineering Economics
- PHYS 456.3 Electricity and Magnetism II
- 3 credit units of Engineering Physics Requirements

Winter Term

- **<u>GE 449.3</u>** Engineering in Society
- EP 428.3 Computational Engineering Physics
- 6 credit units of Engineering Physics Requirements

Fall Term and Winter Term

- EP 495.6 Capstone Design Project
- PHYS 490.0 Physics Seminars

Engineering Physics Requirements

Engineering Science or Engineering Design List

3 credit units from the following list:

- CE 317.3 Structural Analysis
- <u>CME 331.3</u> Microprocessor Based Embedded Systems
- <u>CME 341.3</u> Logic Design Using FPGAs
- <u>CME 342.3</u> Introduction to Digital Integrated Circuits and System on Chip
- **<u>EE 241.3</u>** Introduction to Electric Power Systems
- EE 322.3 Microwave and RF Circuits
- EE 341.3 Electric Machines Fundamentals

- <u>EE 342.3</u> Transmission of Electrical Energy
- EE 343.3 Power Electronics
- **<u>EE 442.3</u>** Power Systems Operation and Control
- <u>EE 471.3</u> Introduction to Micro and Nanotechnology
- <u>EE 472.3</u> Optoelectronics and Photonics
- ENVE 201.3 Principles of Environmental Engineering
- EP 440.3 Space Systems Design
- GE 213.3 Mechanics of Materials
- GEOE 377.3 Fundamentals of Mining and Mineral Processing
- or any other approved elective

Senior Science Requirement

6 credit units from the Engineering Science or Engineering Design list, or CMPT, CHEM, GEOL courses at 200 level or higher, or PHYS, ASTR, MATH, STAT courses at 300 level or higher, or any other approved elective. At least 3 credit units must be at 400 level.

Complementary Studies Elective (3 credit units)

- ANTH 100-Level, 200-Level, 300-Level, 400-Level
- ARBC 100-Level, 200-Level, 300-Level, 400-Level
- ARCH 100-Level, 200-Level, 300-Level, 400-Level
- ARTH 100-Level, 200-Level, 300-Level, 400-Level
- <u>CHIN 100-Level, 200-Level, 300-Level, 400-Level</u>
- CLAS 100-Level, 200-Level, 300-Level, 400-Level
- <u>CMRS 100-Level, 200-Level, 300-Level, 400-Level</u>
- COMM- 100-Level
- <u>COMM 201.3</u> Introduction to Financial Accounting
- <u>COMM 203.3</u> Introduction to Finance
- COMM 204.3 Introduction to Marketing
- COMM 205.3 Introduction to Operations Management
- COMM 210.3 Introduction to Management Accounting
- COMM 211.3 Human Resource Management
- COMM 229.3 Personal Financial Management
- COMM 304.3 Introduction to Business Law
- <u>COMM 306.3</u> Ethics and Strategic Decision Making
- <u>COMM 308.3</u> Cost Management Systems
- <u>COMM 321.3</u> Corporate Financial Reporting I
- <u>COMM 323.3</u> Corporate Financial Reporting II
- COMM 329.3
- <u>COMM 337.3</u> Business Information and Accounting Systems
- <u>COMM 340.3</u> Introduction to International Business
- <u>COMM 342.3</u> Organization Structure and Design
- <u>COMM 343.3</u> Recruitment Selection and Engagement
- <u>COMM 345.3</u> Business and Public Policy
- <u>COMM 346.3</u> Technology Commercialization
- <u>COMM 347.3</u> Indigenous Business in Canada
- COMM 348.3 Leadership
- <u>COMM 349.3</u> Introduction to Entrepreneurship
- <u>COMM 352.3</u> Marketing Strategy
- COMM 354.3 Consumer Behaviour

- <u>COMM 357.3</u> Marketing Research
- CREE 100-Level, 200-Level, 300-Level, 400-Level
- ECON 111.3 Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics
- ECON 211.3 Intermediate Microeconomics
- ECON 214.3 Intermediate Macroeconomics
- ECON 221.3 Women and the Economy
- ECON 223.3 Labour Economics
- ECON 227.3 Wage Determination
- ECON 234.3 Economics of Health Care
- ECON 254.3 International Trading System
- ECON 256.3 International Monetary System
- ECON 270.3 Development in Non Industrialized Countries
- ECON 275.3 Economics of Natural Resources
- ECON 277.3 Economics of the Environment
- ECON 280.3 Classical Economics
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- FREN 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning
- GEOG 202.3 Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- **<u>GEOG 240.3</u>** Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- GERM 100-Level, 200-Level, 300-Level, 400-Level
- GRK 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
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- IS 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
- LING 100-Level, 200-Level, 300-Level, 400-Level
- LIT 100-Level, 200-Level, 300-Level, 400-Level
- MUS 101.3 Fundamentals of Music
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- PHIL 202.3 Philosophy of Religion
- PHIL 206.3 Early Modern Philosophy
- PHIL 208.3 Ancient Philosophy Pre-Socratic to Plato
- PHIL 209.3 Ancient Philosophy Aristotle to Plotinus
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 218.3 Existentialism
- PHIL 219.3 Phenomenology
- PHIL 224.3 Philosophy of Sexuality
- PHIL 226.3 Environmental Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 231.3 Moral Problems
- PHIL 233.3 Ethical Theory
- PHIL 234.3 Biomedical Ethics

- PHIL 235.3 Business and Professional Ethics
- PHIL 236.3 Ethics and Technology
- PHIL 237.3 Law and Morality
- PHIL 238.3 Ethical Issues in Scientific Research
- PHIL 251.3 Philosophy of Science
- PHIL 262.3 Social and Political Philosophy
- PHIL 265.3 Decision and Choice Theory
- PHIL 271.3 Aesthetics and Philosophy of Art
- PHIL 281.3 Theory of Knowledge
- PHIL 285.3 Persons Minds and Bodies
- PHIL 292.3 Metaphysics Reality Existence and Change
- PHIL 294.3 Philosophy of Human Nature
- PHIL 296.3
- POLS 100-Level, 200-Level, 300-Level, 400-Level
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RCM 400-Level</u>
- 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
- <u>SOC 100-Level, 200-Level, 300-Level, 400-Level</u>
- 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
- Exception: CLAS 104 cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Exception: COMM 121.3 is restricted to Edwards School of Business students.
- Note: Special Topics courses cannot be used to meet a Complementary Studies Elective Requirement (any course ending in 98 or 99).

Senior Humanities or Social Science Elective (3 credit units)

- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- ECON 200-Level, 300-Level, 400-Level
- ENG 200-Level, 300-Level, 400-Level
- **<u>GEOG 202.3</u>** Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- **GEOG 280.3** Environmental Geography
- <u>HIST 200-Level, 300-Level, 400-Level</u>
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- PHIL 200-Level, 300-Level, 400-Level
- POLS 200-Level, 300-Level, 400-Level
- PSY 200-Level, 300-Level, 400-Level
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level

- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Environmental Engineering (149 credit units)

Bachelor of Science in Engineering (B.E.) - Environmental Engineering

Year 1 (41-44 credit units)

All Engineering programs have a **<u>common</u>** first year.

Year 2 (38 36 credit units)

Fall Term

- <u>CE 212.3</u> Civil Engineering Materials
- ENVE 201.3 Principles of Environmental Engineering
- GE 210.3 Probability and Statistics
- GEOL 121.3 Earth Processes
- MATH 223.3 Calculus III for Engineers

Winter Term

- CHE 210.3 Fluid Mechanics I
- <u>CMPT 141.3</u> Introduction to Computer Science
- ENVE 212.3 Physical Principles of Plant Biosystems
- GE 213.3 CE 213.3 Mechanics of Materials
- GEOE 218.3 Engineering Geology
- MATH 224.3 Calculus IV for Engineers

Spring Term

• <u>CE 271.2</u> Spring Surveying Camp (may be completed in year 2 or year 3)

Fall Term or Winter Term

Choose 6 credit units from the following:

- BIOL 120.3 The Nature of Life
- 3 credit units Junior Humanities or Social Science Elective
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- GEOL 121.3 Earth Processes

Students must complete <u>BIOL 120.3</u> The Nature of Life, <u>CHEM 115.3</u> General Chemistry II Chemical Processes and <u>GEOL 121.3</u> Earth Processes by the end of Year 2

Year 3 (36 credit units)

Fall Term

- <u>CE 202.3</u> Spatial Analysis and Engineering Drawings
- <u>CE 315.3</u> Fluid Mechanics and Hydraulics
- CE 318.3 Applied Engineering Mathematics
- CE 328.3 Fundamentals of Soil Mechanics
- <u>CHEM 250.3</u> Introduction to Organic Chemistry
- <u>RCM 200.3</u> Engineering Professional Communication

Winter Term

- CE 319.3 Hydrology
- CE 327.3 Municipal Engineering
- CHE 223.3 Chemical Thermodynamics
- ENVE 381.3 Sustainability and Environmental Assessment
- ENVE 395.3 Environmental Engineering Design Project
- GE 348.3 Engineering Economics

Year 4 (36 credit units)

Fall Term

- CE 320.3 Project Engineering
- <u>CHE 454.3</u> Design of Industrial Waste Treatment Systems
- ENVE 482.3 Solid Waste Engineering and Management

Fall Term and Winter Term

• ENVE 495.6 Capstone Design Project

Fall Term or Winter Term

- 3 credit units Complementary Studies Elective
- 3 credit units Environmental Engineering Electives (Group A or B)
- 3 credit units Environmental Science Elective
- 3 credit units Senior Humanities or Social Science Elective
- 6 credit units Environmental Engineering Electives (Group A)
- GE 449.3 Engineering in Society

Electives

Science Elective

All Science Electives must be taken in year 1 and year 2.

- BIOL 120.3 The Nature of Life
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- GEOL 121.3 Earth Processes

Environmental Science Elective

- **BMSC 240.3** Laboratory Techniques
- CHEM 221.3 Analytical Chemistry I
- EVSC 420.3 Environmental Fate and Transport of Toxic Substances
- EVSC 421.3 Contaminated Site Management and Remediation
- **FABS 212.3** Agrifood and Resources Microbiology
- GEOL 413.3 Aqueous Geochemistry
- TOX 301.3 Environmental Toxicology

Environmental Engineering Elective

Environmental Engineering Elective (Group A)

- ENVE 414.3 Water and Wastewater Engineering
- ENVE 432.3 Land Management and Reclamation
- ENVE 478.3 Contaminated Site Remediation Engineering

Environmental Engineering Elective (Group B)

- <u>CE 415.3</u> Structures for Water Management
- CE 464.3 Water Resources Engineering
- <u>CE 468.3</u> Environmental Geotechnics
- <u>CHE 461.3</u> Introduction to Biochemical Engineering
- GEOE 375.3 Engineering Hydrogeology

Complementary Studies Elective

- ANTH 100-Level, 200-Level, 300-Level, 400-Level
- ARBC 100-Level, 200-Level, 300-Level, 400-Level
- <u>ARCH 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>ARTH 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CHIN 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CMRS 100-Level, 200-Level, 300-Level, 400-Level</u>
- COMM- 100-Level
- <u>COMM 201.3</u> Introduction to Financial Accounting

- <u>COMM 203.3</u> Introduction to Finance
- <u>COMM 204.3</u> Introduction to Marketing
- <u>COMM 205.3</u> Introduction to Operations Management
- <u>COMM 210.3</u> Introduction to Management Accounting
- COMM 211.3 Human Resource Management
- COMM 229.3 Personal Financial Management
- <u>COMM 304.3</u> Introduction to Business Law
- <u>COMM 306.3</u> Ethics and Strategic Decision Making
- <u>COMM 308.3</u> Cost Management Systems
- <u>COMM 321.3</u> Corporate Financial Reporting I
- <u>COMM 323.3</u> Corporate Financial Reporting II
- COMM 329.3
- <u>COMM 337.3</u> Business Information and Accounting Systems
- <u>COMM 340.3</u> Introduction to International Business
- <u>COMM 342.3</u> Organization Structure and Design
- <u>COMM 343.3</u> Recruitment Selection and Engagement
- COMM 345.3 Business and Public Policy
- COMM 346.3 Technology Commercialization
- **COMM 347.3** Indigenous Business in Canada
- COMM 348.3 Leadership
- <u>COMM 349.3</u> Introduction to Entrepreneurship
- COMM 352.3 Marketing Strategy
- COMM 354.3 Consumer Behaviour
- COMM 357.3 Marketing Research
- CREE 100-Level, 200-Level, 300-Level, 400-Level
- ECON 111.3 Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics
- **ECON 211.3** Intermediate Microeconomics
- ECON 214.3 Intermediate Macroeconomics
- ECON 221.3 Women and the Economy
- ECON 223.3 Labour Economics
- ECON 227.3 Wage Determination
- ECON 234.3 Economics of Health Care
- ECON 254.3 International Trading System
- ECON 256.3 International Monetary System
- ECON 270.3 Development in Non Industrialized Countries
- ECON 275.3 Economics of Natural Resources
- ECON 277.3 Economics of the Environment
- ECON 280.3 Classical Economics
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- FREN 100-Level, 200-Level, 300-Level, 400-Level
- **GEOG 130.3** Environment Health and Planning
- GEOG 202.3 Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- GERM 100-Level, 200-Level, 300-Level, 400-Level
- GRK 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
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- IS 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
- <u>LING 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>LIT 100-Level, 200-Level, 300-Level, 400-Level</u>
- MUS 101.3 Fundamentals of Music
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- PHIL 202.3 Philosophy of Religion
- PHIL 206.3 Early Modern Philosophy
- PHIL 208.3 Ancient Philosophy Pre-Socratic to Plato
- PHIL 209.3 Ancient Philosophy Aristotle to Plotinus
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 218.3 Existentialism
- PHIL 219.3 Phenomenology
- PHIL 224.3 Philosophy of Sexuality
- PHIL 226.3 Environmental Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 231.3 Moral Problems
- PHIL 233.3 Ethical Theory
- PHIL 234.3 Biomedical Ethics
- PHIL 235.3 Business and Professional Ethics
- PHIL 236.3 Ethics and Technology
- PHIL 237.3 Law and Morality
- PHIL 238.3 Ethical Issues in Scientific Research
- PHIL 251.3 Philosophy of Science
- PHIL 262.3 Social and Political Philosophy
- PHIL 265.3 Decision and Choice Theory
- PHIL 271.3 Aesthetics and Philosophy of Art
- PHIL 281.3 Theory of Knowledge
- PHIL 285.3 Persons Minds and Bodies
- PHIL 292.3 Metaphysics Reality Existence and Change
- PHIL 294.3 Philosophy of Human Nature
- PHIL 296.3
- <u>POLS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RCM 400-Level</u>
- <u>RLST 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RUSS 100-Level, 200-Level, 300-Level, 400-Level</u>
- SNSK 100-Level, 200-Level, 300-Level, 400-Level
- <u>SOC 100-Level, 200-Level, 300-Level, 400-Level</u>
- 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
- Exception: CLAS 104 cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Exception: COMM 121.3 is restricted to Edwards School of Business students.
- Note: Special Topics courses cannot be used to meet a Complementary Studies Elective Requirement (any course ending in 98 or 99).

Junior Humanities or Social Science Elective

- ANTH 111.3 One World Many Peoples Introduction to Cultural Anthropology One World Many Peoples
 Introduction to Cultural Anthropology
- ARCH 112.3 The Human Journey Introduction to Archaeology and Biological Anthropology The Human Journey Introduction to Archaeology and Biological Anthropology
- <u>ARCH 116.3</u> Introduction to Near Eastern and Classical Archaeology Introduction to Near Eastern and Classical Archaeology CLAS 104.3 Clasical Myths
- CLAS 104.3 Clasical Myths
 CLAS 110.3 Greek Civilization Greek Civilization
- CLAS 111.3 Roman Civilization Roman Civilization
- **CMRS 110.3** The Graeco Roman Tradition Evolution and Reception The Graeco Roman Tradition Evolution and Reception
- CMRS 111.3 Medieval and Renaissance Civilization Medieval and Renaissance Civilization
- ECON 111.3 Introductory Microeconomics Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics Introductory Macroeconomics
- **GEOG 130.3** Environment Health and Planning Environment Health and Planning
- HIST 110.3
- HIST 111.3
- HIST 115.3 History Matters Ideas and Culture History Matters Ideas and Culture
- HIST 121.3
- HIST 122.3
- HIST 125.3 History Matters Indigenous Colonial and Post Colonial Histories History Matters Indigenous Colonial and Post Colonial Histories
- HIST 135.3 History Matters Gender Sex and Society History Matters Gender Sex and Society
- HIST 145.3 History Matters War Violence and Politics History Matters War Violence and Politics
- HIST 155.3 History Matters Science and Environment History Matters Science and Environment
- HIST 165.3 History Matters Health and Society History Matters Health and Society
- HIST 175.3 History Matters Identities and Communities in Transition History Matters Identities and Communities in Transition
- INDG 107.3 Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies
- LING 111.3 Structure of Language Structure of Language
- LING 112.3 Dynamics of Language Dynamics of Language
- PHIL 120.3 Knowledge Mind and Existence Knowledge Mind and Existence
- PHIL 133.3 Introduction to Ethics and Values Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking Critical Thinking
- POLS 111.3 Democratic Citizenship in Canada Democratic Citizenship in Canada
- POLS 112.3 Justice and Injustice in Politics and Law Justice and Injustice in Politics and Law
- PSY 120.3 Biological and Cognitive Bases of Psychology Biological and Cognitive Bases of Psychology
- PSY 121.3 Social Clinical Cultural and Developmental Bases of Psychology Social Clinical Cultural and Developmental Bases of Psychology
 Process
- <u>SOC 112.3</u> Foundations in Sociology Social Construction of Everyday Life Foundations in Sociology Social Construction of Everyday Life
- WGST 112.3 Introduction to Womens and Gender Studies Introduction to Womens and Gender Studies

Senior Humanities or Social Science Elective

- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- <u>ECON 200-Level, 300-Level, 400-Level</u>
- ENG 200-Level, 300-Level, 400-Level

- **GEOG 202.3** Regional Geography of Canada
- **<u>GEOG 204.3</u>** Geography of the Prairie Region
- **<u>GEOG 208.3</u>** World Regional Development
- **<u>GEOG 240.3</u>** Sustainable Cities and Regions
- GEOG 280.3 Environmental Geography
- HIST 200-Level, 300-Level, 400-Level
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- PHIL 200-Level, 300-Level, 400-Level
- POLS 200-Level, 300-Level, 400-Level
- <u>PSY 200-Level, 300-Level, 400-Level</u>
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Geological Engineering (152 credit units)

Bachelor of Science in Engineering (B.E.) - Geological Engineering

Year 1 (41-44 credit units)

All Engineering programs have a **common** first year.

Year 2 (38 36 credit units)

Fall Term

- <u>CE 202.3</u> Spatial Analysis and Engineering Drawings
- <u>CE 212.3</u> Civil Engineering Materials
- GE 210.3 Probability and Statistics
- GEOL 121.3 Earth Processes
- MATH 223.3 Calculus III for Engineers

If GEOL 121 is not taken as the science elective in Year 1, it must be taken in Fall Term of Year 2.

Winter Term

- CE 225.3 Fluid Mechanics
- CE 295.3 Design Project
- <u>CMPT 141.3</u> Introduction to Computer Science
- GE 213.3 CE 213.3 Mechanics of Materials
- GEOE 218.3 Engineering Geology
- MATH 224.3 Calculus IV for Engineers

Fall Term or Winter Term

- <u>RCM 200.3</u> Engineering Professional Communication
- 3 credit units Senior Junior Humanities or Social Science Elective

Spring Term

<u>CE 271.2</u> Spring Surveying Camp

Year 3 (39 42 credit units)

Fall Term

- <u>CE 318.3</u> Applied Engineering Mathematics
- <u>CE 328.3</u> Fundamentals of Soil Mechanics
- GEOL 224.3 Mineralogy
- GEOL 245.3 Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

Winter Term

- CE 319.3 Hydrology
- <u>CE 330.3</u> Geotechnical Engineering
- GEOE 315.3 Rock Mechanics
- GEOE 375.3 Engineering Hydrogeology
- GEOL 226.3 Introductory Petrology
- 3 credit units Group B Elective

Fall Term or Winter Term

- GE 348.3 Engineering Economics
- 3 credit units Group A Elective

Spring Term

GEOE 378.3 Engineering Geological Mapping

Year 4 (36 33 credit units)

Fall Term

- CE 320.3 Project Engineering
- GE 449.3 Engineering in Society
- GEOE 412.3 Reservoir Mechanics
- GEOE 414.3 Rock Mechanics Design

Winter Term

• <u>GEOE 466.3</u> Petroleum Geomechanics

Fall Term and Winter Term

GEOE 495.6 Capstone Design Project

Fall Term or Winter Term

- 3 credit units Group A or C Elective
- 9 credit units Group C Elective

Electives

Note: All electives may not be given every year. Check with the appropriate department or in the online Course Offerings.

Group Electives

Group A

- CHEM 377.3 Industrial Chemistry
- **GEOG 335.3** Glacial Geomorphology
- **GEOL 229.3** Introductory Geochemistry
- GEOL 282.3 Earth Physics
- GEOL 334.3 Gravity Magnetics Electromagnetic and Radiation Methods
- GEOL 335.3 Seismology and Ground Penetrating Radar Methods
- GEOL 358.3
- GEOL 413.3 Aqueous Geochemistry
- GEOL 463.3 Petroleum Geology
- GEOL 465.3 Mineral Deposits
- GEOL 482.3 Electrical Methods in Geophysical Prospecting
- GEOL 483.3 Seismology

Group B

- GEOL 334.3 Gravity Magnetics Electromagnetic and Radiation Methods
- GEOL 335.3 Seismology and Ground Penetrating Radar Methods
- GEOL 384.3 Introduction to Applied Geophysics

Group C

- CE 466.3 Geotechnical Modelling
- <u>CE 468.3</u> Environmental Geotechnics
- CHE 464.3 Petroleum Production Engineering
- ENVE 381.3 Sustainability and Environmental Assessment
- ENVE 478.3 Contaminated Site Remediation Engineering
- GEOE 377.3 Fundamentals of Mining and Mineral Processing
- GEOE 380.3 Mine Ventilation
- GEOE 430.3 Drill Blast and Excavate
- GEOE 431.3 Mine Design

Junior Humanities or Social Science Elective

- ANTH 111.3 One World Many Peoples Introduction to Cultural Anthropology One World Many Peoples
 Introduction to Cultural Anthropology
- ARCH 112.3 The Human Journey Introduction to Archaeology and Biological Anthropology The Human Journey Introduction to Archaeology and Biological Anthropology
- <u>ARCH 116.3</u> Introduction to Near Eastern and Classical Archaeology Introduction to Near Eastern and Classical Archaeology CLAS 104.3 Clasical Myths
- CLAS 110.3 Greek Civilization Greek Civilization
- CLAS 111.3 Roman Civilization Roman Civilization
- **CMRS 110.3** The Graeco Roman Tradition Evolution and Reception The Graeco Roman Tradition Evolution and Reception
- CMRS 111.3 Medieval and Renaissance Civilization Medieval and Renaissance Civilization
- ECON 111.3 Introductory Microeconomics Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics Introductory Macroeconomics
- **GEOG 130.3** Environment Health and Planning Environment Health and Planning
- HIST 110.3
- HIST 111.3
- HIST 115.3 History Matters Ideas and Culture History Matters Ideas and Culture
- HIST 121.3
- HIST 122.3
- HIST 125.3 History Matters Indigenous Colonial and Post Colonial Histories History Matters Indigenous Colonial and Post Colonial Histories
- HIST 135.3 History Matters Gender Sex and Society History Matters Gender Sex and Society
- HIST 145.3 History Matters War Violence and Politics History Matters War Violence and Politics
- HIST 155.3 History Matters Science and Environment History Matters Science and Environment
- HIST 165.3 History Matters Health and Society History Matters Health and Society
- HIST 175.3 History Matters Identities and Communities in Transition History Matters Identities and Communities in Transition
- INDG 107.3 Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies
- LING 111.3 Structure of Language Structure of Language
- **LING 112.3** Dynamics of Language Dynamics of Language
- PHIL 120.3 Knowledge Mind and Existence Knowledge Mind and Existence
- PHIL 133.3 Introduction to Ethics and Values Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking Critical Thinking
- POLS 111.3 Democratic Citizenship in Canada Democratic Citizenship in Canada
- POLS 112.3 Justice and Injustice in Politics and Law Justice and Injustice in Politics and Law
- PSY 120.3 Biological and Cognitive Bases of Psychology Biological and Cognitive Bases of Psychology
- PSY 121.3 Social Clinical Cultural and Developmental Bases of Psychology Social Clinical Cultural and Developmental Bases of Psychology Process
- <u>SOC 112.3</u> Foundations in Sociology Social Construction of Everyday Life Foundations in Sociology Social Construction of Everyday Life
- WGST 112.3 Introduction to Womens and Gender Studies Introduction to Womens and Gender Studies

Senior Humanities or Social Science Elective

- <u>ANTH 200-Level, 300-Level, 400-Level</u>
- ARCH 200-Level, 300-Level, 400-Level
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- ECON 200-Level, 300-Level, 400-Level

- ENG 200-Level, 300-Level, 400-Level
- GEOG 202.3 Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- <u>GEOG 280.3</u> Environmental Geography
- <u>HIST 200-Level, 300-Level, 400-Level</u>
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- <u>PHIL 200-Level, 300-Level, 400-Level</u>
- <u>POLS 200-Level, 300-Level, 400-Level</u>
- <u>PSY 200-Level, 300-Level, 400-Level</u>
- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Exception: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Mechanical Engineering (152 credit units)

Bachelor of Science in Engineering (B.E.) - Mechanical Engineering

Year 1 (41-44 credit units)

All Engineering programs have a **common** first year.

Year 2 (36 credit units)

Fall Term

- <u>CMPT 141.3</u> Introduction to Computer Science
- EE 204.3 Basic Electronics and Electrical Power
- GE 210.3 Probability and Statistics
- GE 213.3 Mechanics of Materials
- MATH 223.3 Calculus III for Engineers
- ME 214.3 Introduction to Materials and Manufacturing
- ME 227.3 Thermodynamics I

Winter Term

- MATH 224.3 Calculus IV for Engineers
- ME 215.3 Fluid Mechanics I
- ME 226.3 Mechanics III
- <u>ME 229.3</u> Introduction to Mechanical Engineering Design
- <u>ME 251.3 Engineering Analysis I</u>
- <u>RCM 200.3</u> Engineering Professional Communication

Fall or Winter Term

- 3 credit units Junior Humanities or Social Science Elective
- 3 credit units Science Elective

Year 3 (39 36 credit units)

Fall Term

- ME 313.3 Mechanics of Materials I
- ME 321.3 Engineering Analysis II
- ME 324.3 Engineering Materials

- ME 327.3 Heat Transfer
- ME 330.3 Manufacturing Processes

Winter Term

- ME 314.3 Machine Design I
- ME 323.3 Mechanics of Materials II
- <u>ME 328.3</u> Mechanical Engineering Laboratory I
- <u>ME 329.3</u> Collaborative Design and Manufacturing
- ME 335.3 Fluid Mechanics II
- ME 352.3 Engineering Analysis III

Fall Term or Winter Term

- <u>GE 348.3</u> Engineering Economics
- 3 credit units Science Elective List 1 or List 2

Year 4 (36 credit units)

Fall Term

- ME 417.3 Thermodynamics II
- ME 418.3 Mechanical Engineering Laboratory II
- ME 431.3 Control Systems

Winter Term

• GE 449.3 Engineering in Society

Fall Term and Winter Term

Choose 6 credit units from the following:

- GE 495.6 Technological Innovation Capstone Design Project (Department permission required)
- ME 495.6 Industrial Design Project

Fall Term or Winter Term

- 12 credit units Technical and Design Electives (of which 6 credit units must be from the Design Elective list)
- 3 credit units Complementary Studies Elective
- 3 credit units Senior Humanities or Social Science Elective

Electives

Science Elective

List 1

- BIOL 120.3 The Nature of Life
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- GEOL 121.3 Earth Processes
- PHYS 125.3 Physics and Technology

List 2

- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy
- CHEM 221.3 Analytical Chemistry I
- <u>CHEM 231.3</u> Inorganic Chemistry I
- <u>CHEM 242.3</u> Thermodynamics and Kinetics
- CHEM 250.3 Introduction to Organic Chemistry
- EVSC 203.3 Sampling and Laboratory Analysis
- EVSC 210.3 Environmental Physics
- GEOG 120.3 Introduction to Global Environmental Systems
- GEOL 224.3 Mineralogy
- GEOL 245.3 Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

Technical Electives

Department Technical Electives are offered in alternating calendar years, subject to minimum enrolment limits and staffing considerations. Consult the current Course Offerings to determine the availability of specific electives.

Term 1

- GEOE 377.3 Fundamentals of Mining and Mineral Processing
- GEOE 466.3 Petroleum Geomechanics

Term 2

- BLE 313.3 Instrumentation
- CHE 464.3 Petroleum Production Engineering
- EE 471.3 Introduction to Micro and Nanotechnology
- GEOE 380.3 Mine Ventilation
- <u>ME 460.3</u> Automation and Robotics in Manufacturing
- ME 461.3
- ME 463.3
- ME 472.3
- ME 475.3 Introduction to Mechatronics

- ME 477.3 Engineering Materials II
- ME 478.3 Introduction to Fire Protection Engineering

Term 1 or Term 2

- CHE 453.3 Corrosion Engineering
- ME 450.3 Finite Element Analysis
- ME 462.3 Structure and Properties of Polycrystalline Materials
- <u>ME 471.3</u> Introduction to Aerodynamics
- ME 473.3 Introduction to Computational Fluid Dynamics
- ME 476.3 Multiphase Flow and Heat Transfer
- approved senior course(s) from science or engineering

Design Electives

Design Electives are offered subject to minimum enrolment limits and staffing considerations. Consult the current Course Offerings to determine the availability of specific electives. Students must take a minimum of 6 credit units from the list of Design Electives.

Term 1

• ME 496.3 Machine Design II

Term 2

- ME 490.3 Design of Fluid Power Circuits
- ME 492.3 Materials in Engineering Design

Term 1 and Term 2

- <u>GE 496.3</u> Technological Innovation Design Project
- ME 494.3 Off Highway Equipment Design

Term 1 or Term 2

- ME 491.3 Thermal Systems Design
- ME 493.3 Advanced Mechanical Design
- ME 497.3 Acoustics and Vibrations in Design

Junior Humanities or Social Science Elective

- ANTH 111.3 One World Many Peoples Introduction to Cultural Anthropology One World Many Peoples
 Introduction to Cultural Anthropology
- <u>ARCH 112.3</u> The Human Journey Introduction to Archaeology and Biological Anthropology The Human Journey Introduction to Archaeology and Biological Anthropology
- ARCH 116.3 Introduction to Near Eastern and Classical Archaeology Introduction to Near Eastern and Classical Archaeology Classical Archaeology
- CLAS 104.3 Classical Myths
 CLAS 110.3 Greek Civilization Greek Civilization
- CLAS 110.3 Greek Civilization Bernen Civilization
- CLAS 111.3 Roman Civilization Roman Civilization

- <u>CMRS 110.3</u> The Graeco Roman Tradition Evolution and Reception The Graeco Roman Tradition Evolution and Reception
- <u>CMRS 111.3</u> Medieval and Renaissance Civilization Medieval and Renaissance Civilization
- ECON 111.3 Introductory Microeconomics Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics Introductory Macroeconomics
- **GEOG 130.3** Environment Health and Planning Environment Health and Planning
- HIST 110.3
- HIST 111.3
- HIST 115.3 History Matters Ideas and Culture History Matters Ideas and Culture
- HIST 121.3
- HIST 122.3
- HIST 125.3 History Matters Indigenous Colonial and Post Colonial Histories History Matters Indigenous Colonial and Post Colonial Histories
- HIST 135.3 History Matters Gender Sex and Society History Matters Gender Sex and Society
- HIST 145.3 History Matters War Violence and Politics History Matters War Violence and Politics
- HIST 155.3 History Matters Science and Environment History Matters Science and Environment
- HIST 165.3 History Matters Health and Society History Matters Health and Society
- HIST 175.3 History Matters Identities and Communities in Transition History Matters Identities and Communities in Transition
- INDG 107.3 Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies
- LING 111.3 Structure of Language Structure of Language
- LING 112.3 Dynamics of Language Dynamics of Language
- PHIL 120.3 Knowledge Mind and Existence Knowledge Mind and Existence
- PHIL 133.3 Introduction to Ethics and Values Introduction to Ethics and Values
- **PHIL 140.3** Critical Thinking Critical Thinking
- POLS 111.3 Democratic Citizenship in Canada Democratic Citizenship in Canada
- POLS 112.3 Justice and Injustice in Politics and Law Justice and Injustice in Politics and Law
- PSY 120.3 Biological and Cognitive Bases of Psychology Biological and Cognitive Bases of Psychology
- PSY 121.3 Social Clinical Cultural and Developmental Bases of Psychology Social Clinical Cultural and Developmental Bases of Psychology
- <u>SOC 111.3</u> Foundations in Sociology Society Structure Process Foundations in Sociology Society Structure Process
- <u>SOC 112.3</u> Foundations in Sociology Social Construction of Everyday Life Foundations in Sociology Social Construction of Everyday Life
- WGST 112.3 Introduction to Womens and Gender Studies Introduction to Womens and Gender Studies

Senior Humanities or Social Science Elective

- ANTH 200-Level, 300-Level, 400-Level
- ARCH 200-Level, 300-Level, 400-Level
- <u>CLAS 200-Level, 300-Level, 400-Level</u>
- <u>ECON 200-Level, 300-Level, 400-Level</u>
- ENG 200-Level, 300-Level, 400-Level
- **<u>GEOG 202.3</u>** Regional Geography of Canada
- **GEOG 204.3** Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- **<u>GEOG 240.3</u>** Sustainable Cities and Regions
- **<u>GEOG 280.3</u>** Environmental Geography
- HIST 200-Level, 300-Level, 400-Level
- INDG 200-Level, 300-Level, 400-Level
- <u>IS 200-Level, 300-Level, 400-Level</u>
- PHIL 200-Level, 300-Level, 400-Level
- POLS 200-Level, 300-Level, 400-Level
- <u>PSY 200-Level, 300-Level, 400-Level</u>

- <u>RLST 200-Level, 300-Level, 400-Level</u>
- <u>SOC 200-Level, 300-Level, 400-Level</u>
- WGST 200-Level, 300-Level, 400-Level
- **Exception**: ECON 204 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- **Exception**: PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Exception: PHIL 241 cannot be used to meet the Senior Humanities or Social Science elective requirements of the program.
- **Exception**: SOC 225 cannot be used to meet the Complementary Studies, Senior Humanities or Social Science elective requirements of the program.
- Note: The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Complementary Studies Elective

- <u>ANTH 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>ARBC 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>ARCH 100-Level, 200-Level, 300-Level, 400-Level</u>
- ARTH 100-Level, 200-Level, 300-Level, 400-Level
- <u>CHIN 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CLAS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>CMRS 100-Level, 200-Level, 300-Level, 400-Level</u>
- COMM- 100-Level
- <u>COMM 201.3</u> Introduction to Financial Accounting
- <u>COMM 203.3</u> Introduction to Finance
- <u>COMM 204.3</u> Introduction to Marketing
- <u>COMM 205.3</u> Introduction to Operations Management
- <u>COMM 210.3</u> Introduction to Management Accounting
- <u>COMM 211.3</u> Human Resource Management
- COMM 229.3 Personal Financial Management
- <u>COMM 304.3</u> Introduction to Business Law
- <u>COMM 306.3</u> Ethics and Strategic Decision Making
- <u>COMM 308.3</u> Cost Management Systems
- <u>COMM 321.3</u> Corporate Financial Reporting I
- <u>COMM 323.3</u> Corporate Financial Reporting II
- COMM 329.3
- COMM 337.3 Business Information and Accounting Systems
- <u>COMM 340.3</u> Introduction to International Business
- <u>COMM 342.3</u> Organization Structure and Design
- <u>COMM 343.3</u> Recruitment Selection and Engagement
- COMM 345.3 Business and Public Policy
- COMM 346.3 Technology Commercialization
- COMM 347.3 Indigenous Business in Canada
- COMM 348.3 Leadership
- COMM 349.3 Introduction to Entrepreneurship
- **COMM 352.3** Marketing Strategy
- COMM 354.3 Consumer Behaviour
- **COMM 357.3** Marketing Research
- <u>CREE 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>ECON 111.3</u> Introductory Microeconomics

- ECON 114.3 Introductory Macroeconomics
- <u>ECON 211.3</u> Intermediate Microeconomics
- ECON 214.3 Intermediate Macroeconomics
- ECON 221.3 Women and the Economy
- ECON 223.3 Labour Economics
- ECON 227.3 Wage Determination
- ECON 234.3 Economics of Health Care
- ECON 254.3 International Trading System
- ECON 256.3 International Monetary System
- ECON 270.3 Development in Non Industrialized Countries
- ECON 275.3 Economics of Natural Resources
- ECON 277.3 Economics of the Environment
- ECON 280.3 Classical Economics
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- FREN 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning
- **GEOG 202.3** Regional Geography of Canada
- GEOG 204.3 Geography of the Prairie Region
- GEOG 208.3 World Regional Development
- GEOG 240.3 Sustainable Cities and Regions
- **GEOG 280.3** Environmental Geography
- GERM 100-Level, 200-Level, 300-Level, 400-Level
- GRK 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
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- IS 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
- LING 100-Level, 200-Level, 300-Level, 400-Level
- LIT 100-Level, 200-Level, 300-Level, 400-Level
- MUS 101.3 Fundamentals of Music
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- PHIL 202.3 Philosophy of Religion
- PHIL 206.3 Early Modern Philosophy
- PHIL 208.3 Ancient Philosophy Pre-Socratic to Plato
- PHIL 209.3 Ancient Philosophy Aristotle to Plotinus
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 218.3 Existentialism
- PHIL 219.3 Phenomenology
- PHIL 224.3 Philosophy of Sexuality
- PHIL 226.3 Environmental Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 227.3 Feminist Philosophy
- PHIL 231.3 Moral Problems
- PHIL 233.3 Ethical Theory
- PHIL 234.3 Biomedical Ethics
- PHIL 235.3 Business and Professional Ethics
- PHIL 236.3 Ethics and Technology
- PHIL 237.3 Law and Morality

- PHIL 238.3 Ethical Issues in Scientific Research
- PHIL 251.3 Philosophy of Science
- PHIL 262.3 Social and Political Philosophy
- PHIL 265.3 Decision and Choice Theory
- PHIL 271.3 Aesthetics and Philosophy of Art
- PHIL 281.3 Theory of Knowledge
- PHIL 285.3 Persons Minds and Bodies
- PHIL 292.3 Metaphysics Reality Existence and Change
- PHIL 294.3 Philosophy of Human Nature
- PHIL 296.3
- POLS 100-Level, 200-Level, 300-Level, 400-Level
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RCM 400-Level</u>
- <u>RLST 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RUSS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>SNSK 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>SOC 100-Level, 200-Level, 300-Level, 400-Level</u>
- SPAN 100-Level, 200-Level, 300-Level, 400-Level
- <u>UKR 100-Level, 200-Level, 300-Level, 400-Level</u>
- WGST 100-Level, 200-Level, 300-Level, 400-Level
- Exception: CLAS 104 cannot be used to meet the Complementary Studies Elective Requirements of the program.
- Exception: COMM 121.3 is restricted to Edwards School of Business students.
- Note: Special Topics courses cannot be used to meet a Complementary Studies Elective Requirement (any course ending in 98 or 99).

Prerequisite & Corequisite Legend

Prerequisite and Corequisite Legend

Courses in the College of Engineering use the following terms in prerequisite and corequisite listings:

Engineering First Year Common Core Courses

B.E. students are required to complete a common first-year of undeclared studies. This is known as the **first-year common core**.

Engineering Two Year Common Core

- BIOL 120.3 The Nature of Life or CHEM 115.3 General Chemistry II Chemical Processes or GEOL <u>121.3 Earth Processes or PHYS 125.3 Physics and Technology</u>
- •____CHEM_114.3
- <u>COMM 101.3</u> Introduction to Business or <u>COMM 102.3</u> Introduction to Business Management or <u>COMM</u>
 <u>201.3</u> Introduction to Financial Accounting or <u>COMM 105.3</u> Introduction to Organizational Behaviour
 or <u>COMM 204.3</u> Introduction to Marketing or <u>COMM 205.3</u> Introduction to Operations Management or
 COMM 206.3 or <u>COMM 210.3</u> Introduction to Management Accounting or <u>COMM 304.3</u> Introduction to
 Business Law
- GE 101.1 Introduction to the Engineering Profession
- <u>GE 111.3</u> Engineering Problem Solving
- GE 121.3 Engineering Design
- GE 124.3 Engineering Mechanics I
- GE 125.3 Engineering Mechanics II
- MATH 123.3
- •____MATH 124.3
- MATH 223.3 Calculus III for Engineers
- MATH 224.3 Calculus IV for Engineers
- PHYS 155.3 Introduction to Electricity and Magnetism
- GE 102.2 Introduction to Engineering I
- GE 112.1 Engineering Discipline Experience
- GE 122.2 Engineering Mechanics I
- GE 132.1 Engineering Communications I
- GE 142.2 Design I
- **GE 152.1** Electrical Circuits I
- CMPT 142.3 Introduction to Computer Science for Engineers
- MATH 133.4 Engineering Mathematics I
- Natural Science Series: Students must complete all of the following courses:

- o PHYS 152.1 Introduction to Atoms and Nuclei for Engineering
- o CHEM 142.1 Global Impact of Chemistry for Engineering
- **GEOL 102.1** Introduction to Geology for Engineering
- o BIOL 102.1 Nature for Engineering
- **GE 103.1** Introduction to Engineering II
- **GE 123.3** Engineering Mechanics II
- **GE 133.2** Engineering Communication II
- GE 153.2 Electrical Circuits II
- GE 163.2 Process Engineering
- CHEM 146.3 General Chemistry for Engineering
- MATH 134.3 Engineering Mathematics II
- PHYS 156.3 Electromagnetism and Waves for Engineering
- MATH 223.3 Calculus III for Engineers
- MATH 224.3 Calculus IV for Engineers

Engineering Three Year Common Core

- BIOL 120.3 The Nature of Life or CHEM 115.3 General Chemistry II Chemical Processes or GEOL 121.3 Earth Processes or PHYS 125.3 Physics and Technology
- CHEM 114.3
- <u>COMM 101.3</u> Introduction to Business or <u>COMM 102.3</u> Introduction to Business Management or <u>COMM</u> <u>201.3</u> Introduction to Financial Accounting or <u>COMM 105.3</u> Introduction to Organizational Behaviour or <u>COMM 204.3</u> Introduction to Marketing or <u>COMM 205.3</u> Introduction to Operations Management or COMM 206.3 or <u>COMM 210.3</u> Introduction to Management Accounting or <u>COMM 304.3</u> Introduction to Business Law
- GE 101.1 Introduction to the Engineering Profession
- <u>GE 111.3</u> Engineering Problem Solving
- GE 121.3 Engineering Design
- GE 124.3 Engineering Mechanics I
- GE 125.3 Engineering Mechanics II
- MATH 123.3
- MATH 124.3
- MATH 223.3 Calculus III for Engineers
- MATH 224.3 Calculus IV for Engineers
- PHYS 155.3 Introduction to Electricity and Magnetism
- RCM 200.3 Effective Professional Communication
- GE 102.2 Introduction to Engineering I
- GE 112.1 Engineering Discipline Experience
- GE 122.2 Engineering Mechanics I
- GE 132.1 Engineering Communications I
- GE 142.2 Design I
- GE 152.1 Electrical Circuits I
- CMPT 142.3 Introduction to Computer Science for Engineers
- MATH 133.4 Engineering Mathematics I
- Natural Science Series:

Students must complete all of the following courses:

- PHYS 152.1 Introduction to Atoms and Nuclei for Engineering
- CHEM 142.1 Global Impact of Chemistry for Engineering

- **GEOL 102.1** Introduction to Geology for Engineering
- o BIOL 102.1 Nature for Engineering
- GE 103.1 Introduction to Engineering II
- GE 123.3 Engineering Mechanics II
- GE 133.2 Engineering Communication II
- GE 153.2 Electrical Circuits II
- **GE 163.2** Process Engineering
- CHEM 146.3 General Chemistry for Engineering
- MATH 134.3 Engineering Mathematics II
- PHYS 156.3 Electromagnetism and Waves for Engineering
- MATH 223.3 Calculus III for Engineers
- MATH 224.3 Calculus IV for Engineers
- RCM 200.3 Effective Professional Communication

Engineering Four Year Common Core

- BIOL 120.3 The Nature of Life or CHEM 115.3 General Chemistry II Chemical Processes or GEOL 121.3 Earth Processes or PHYS 125.3 Physics and Technology
- <u>CHEM 114.3</u>
- <u>COMM 101.3</u> Introduction to Business or <u>COMM 102.3</u> Introduction to Business Management or <u>COMM 201.3</u> Introduction to Financial Accounting or <u>COMM 105.3</u> Introduction to Organizational Behaviour or <u>COMM 204.3</u> Introduction to Marketing or <u>COMM 205.3</u> Introduction to Operations Management or COMM 206.3 or <u>COMM 210.3</u> Introduction to Management Accounting or <u>COMM 304.3</u> Introduction to Business Law
- GE 101.1 Introduction to the Engineering Profession
- <u>GE 111.3</u> Engineering Problem Solving
- GE 121.3 Engineering Design
- GE 124.3 Engineering Mechanics I
- GE 125.3 Engineering Mechanics II
- GE 348.3 Engineering Economics
- GE 449.3 Engineering in Society
- MATH 124.3
- MATH 223.3 Calculus III for Engineers
- MATH 224.3 Calculus IV for Engineers
- PHYS 155.3 Introduction to Electricity and Magnetism
- RCM 300.3 Effective Professional Communication

GE 102.2 Introduction to Engineering I

- GE 112.1 Engineering Discipline Experience
- GE 122.2 Engineering Mechanics I
- GE 132.1 Engineering Communications I
- **GE 142.2** Design I
- GE 152.1 Electrical Circuits I
- CMPT 142.3 Introduction to Computer Science for Engineers
- MATH 133.4 Engineering Mathematics I
- Natural Science Series:

Students must complete all of the following courses:

- PHYS 152.1 Introduction to Atoms and Nuclei for Engineering
- o CHEM 142.1 Global Impact of Chemistry for Engineering

- o **GEOL 102.1** Introduction to Geology for Engineering
- o BIOL 102.1 Nature for Engineering
- GE 103.1 Introduction to Engineering II
- GE 123.3 Engineering Mechanics II
- GE 133.2 Engineering Communication II
- GE 153.2 Electrical Circuits II
- **GE 163.2** Process Engineering
- CHEM 146.3 General Chemistry for Engineering
- MATH 134.3 Engineering Mathematics II
- PHYS 156.3 Electromagnetism and Waves for Engineering
- MATH 223.3 Calculus III for Engineers
- MATH 224.3 Calculus IV for Engineers
- RCM 200.3 Effective Professional Communication
- GE 348.3 Engineering Economics
- **GE 449.3** Engineering in Society

CE Program Core

- <u>CE 202.3</u> Spatial Analysis and Engineering Drawings
- <u>CE 212.3</u> Civil Engineering Materials
- CE 213.3 Civil Engineering Materials
- <u>CE 225.3</u> Fluid Mechanics
- <u>CE 271.2</u> Spring Surveying Camp
- CE 295.3 Design Project
- <u>CE 315.3</u> Fluid Mechanics and Hydraulics
- CE 317.3 Structural Analysis
- <u>CE 318.3</u> Applied Engineering Mathematics
- CE 319.3 Hydrology
- <u>CE 320.3</u> Project Engineering
- <u>CE 321.3</u> Structural Systems and Materials
- <u>CE 327.3</u> Municipal Engineering
- <u>CE 328.3</u> Fundamentals of Soil Mechanics
- <u>CE 329.3</u> Transportation Engineering I
- <u>CE 330.3</u> Geotechnical Engineering
- **CE 495.6** Capstone Design Project
- CMPT 113.3 or <u>CMPT 141.3</u> Introduction to Computer Science
- GE 210.3 Probability and Statistics
- GE 213.3 Mechanics of Materials
- GEOE 218.3 Engineering Geology
- GEOL 121.3 Earth Processes

CHE Program Core

- CHE 210.3 Fluid Mechanics I
- <u>CHE 220.3</u> Introduction to Process Engineering
- CHE 223.3 Chemical Thermodynamics
- CHE 315.3 Equilibrium Stage Operations
- <u>CHE 322.3</u> Mathematical Modelling
- <u>CHE 323.3</u> Chemical Engineering Thermodynamics

- CHE 324.3 Heat Transfer
- <u>CHE 325.3</u> Process Engineering and Design I
- CHE 326.3 Plant Design Project
- CHE 332.3
- CHE 333.2 Chemical Engineering Laboratory I
- CHE 411.3 Chemical Reaction Engineering
- <u>CHE 414.2</u> Chemical Engineering Laboratory II
- CHE 421.3 Mass Transfer
- CHE 423.3 Process Dynamics and Control
- CHE 424.2 Chemical Engineering Laboratory III
- <u>CHE 431.1</u> Seminar
- CHE 470.0 Industrial Site Visitation
- CHE 495.6 Process Engineering and Design II
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- **CHEM 242.3** Thermodynamics and Kinetics
- CHEM 250.3 Introduction to Organic Chemistry
- CMPT 113.3 or CMPT 141.3 Introduction to Computer Science
- GE 210.3 Probability and Statistics
- GE 213.3 Mechanics of Materials

CME Program Core

- <u>CME 331.3</u> Microprocessor Based Embedded Systems
- <u>CME 341.3</u> Logic Design Using FPGAs
- <u>CMPT 116.3</u> Computing I or <u>CMPT 141.3</u> Introduction to Computer Science
- CMPT 117.3 or CMPT 145.3 Principles of Computer Science
- CMPT 214.3 Programming Principles and Practice
- **EE 205.1** Safety and Stewardship in Electrical and Computer Engineering
- <u>EE 216.3</u> Probability Statistics and Numerical Methods
- **EE 221.3** Analog Electronics
- EE 232.3 Digital Electronics
- EE 265.3 Discrete Time Signals and Systems
- <u>EE 271.3</u> Materials and Heat Transport in Electrical Engineering
- EP 202.3 Electric and Magnetic Fields and Circuits
- EP 214.3 Analog Signals and Systems
- GE 348.3 Engineering Economics
- <u>RCM 300.3</u> 200.3 Effective Professional Communication

EE Program Core

- CME 331.3 Microprocessor Based Embedded Systems
- <u>CMPT 116.3</u> Computing I or <u>CMPT 141.3</u> Introduction to Computer Science
- EE 205.1 Safety and Stewardship in Electrical and Computer Engineering
- <u>EE 216.3</u> Probability Statistics and Numerical Methods
- EE 221.3 Analog Electronics
- **EE 232.3** Digital Electronics
- <u>EE 241.3</u> Introduction to Electric Power Systems
- <u>EE 265.3</u> Discrete Time Signals and Systems
- <u>EE 271.3</u> Materials and Heat Transport in Electrical Engineering

- EE 382.3 Control Systems
- EP 202.3 Electric and Magnetic Fields and Circuits
- EP 214.3 Analog Signals and Systems
- GE 348.3 Engineering Economics
- <u>RCM 300.3</u> 200.3 Effective Professional Communication

ENVE Program Core

- BIOL 120.3 The Nature of Life
- BLE 311.3
- BLE 312.3 or <u>EE 204.3</u> Basic Electronics and Electrical Power
- BLE 313.3 Instrumentation
- <u>CE 202.3</u> Spatial Analysis and Engineering Drawings
- <u>CE 271.2</u> Spring Surveying Camp
- CE 315.3 Fluid Mechanics and Hydraulics
- <u>CE 319.3</u> Hydrology
- CE 320.3 Project Engineering
- <u>CE 320.3</u> Project Engineering
- <u>CE 327.3</u> Municipal Engineering
- <u>CE 328.3</u> Fundamentals of Soil Mechanics
- <u>CE 468.3</u> Environmental Geotechnics
- CHE 210.3 Fluid Mechanics I
- CHE 223.3 Chemical Thermodynamics
- <u>CHE 454.3</u> Design of Industrial Waste Treatment Systems
- <u>CHEM 115.3</u> General Chemistry II Chemical Processes
- **CHEM 242.3** Thermodynamics and Kinetics
- CHEM 250.3 Introduction to Organic Chemistry
- CMPT 113.3
- CMPT 113.3 or <u>CMPT 141.3</u> Introduction to Computer Science
- **ENVE 495.6** Capstone Design Project
- GE 210.3 Probability and Statistics
- GE 213.3 Mechanics of Materials
- CE 213.3 Civil Engineering Materials
- **GEOE 218.3** Engineering Geology
- **GEOL 121.3** Earth Processes
- TOX 301.3 Environmental Toxicology or EVSC 421.3 Contaminated Site Management and Remediation

EP Program Core

- <u>CMPT 116.3</u> Computing I or <u>CMPT 141.3</u> Introduction to Computer Science
- EE 221.3 Analog Electronics
- **EE 232.3** Digital Electronics
- <u>EE 321.3</u> Advanced Analog Electronics and Instrumentation
- EP 225.3 or EP 325.3 Optical Systems Design
- EP 229.3 or EE 202.3
- **EP 317.3** Applied Physics of Materials
- <u>EP 320.3</u> Discrete Linear Systems and Control Theory
- EP 370.3 270.3 Heat Kinetic Theory and Thermodynamics
- <u>EP 413.3</u> Instrumentation and Design

• EP 414.3

- EP 421.3 Advanced Optics
- EP 495.6 Capstone Design Project
- GE 210.3 Probability and Statistics
- MATH 331.3 Applied Differential Equations
- PHYS 252.3 Foundations of Modern Physics
- PHYS 356.3 Intermediate Electromagnetism
- PHYS 383.3 Quantum Mechanics I
- PHYS 404.3 Techniques of Experimental Physics
- PHYS 490.0 Physics Seminars

GEOE Program Core

- <u>CE 202.3</u> Spatial Analysis and Engineering Drawings
- <u>CE 212.3</u> Civil Engineering Materials
- <u>CE 225.3</u> Fluid Mechanics
- <u>CE 271.2</u> Spring Surveying Camp
- CE 295.3 Design Project
- <u>CE 318.3</u> Applied Engineering Mathematics
- <u>CE 319.3</u> Hydrology
- <u>CE 320.3</u> Project Engineering
- <u>CE 328.3</u> Fundamentals of Soil Mechanics
- CE 330.3 Geotechnical Engineering
- CMPT 113.3 or CMPT 141.3 Introduction to Computer Science
- GE 210.3 Probability and Statistics
- GE 213.3 Mechanics of Materials
- CE 213.3 Civil Engineering Materials
- GEOE 218.3 Engineering Geology
- GEOE 315.3 Rock Mechanics
- **<u>GEOE 375.3</u>** Engineering Hydrogeology
- GEOE 378.3 Engineering Geological Mapping
- GEOE 412.3 Reservoir Mechanics
- GEOE 414.3 Rock Mechanics Design
- **GEOE 466.3** Petroleum Geomechanics
- GEOE 495.6 Capstone Design Project
- GEOL 121.3 Earth Processes
- GEOL 224.3 Mineralogy
- GEOL 226.3 Introductory Petrology
- GEOL 245.3 Introduction to Sedimentary Rocks
- GEOL 258.3 Structural Geology

ME Program Core

- <u>CMPT 141.3</u> Introduction to Computer Science
- EE 204.3 Basic Electronics and Electrical Power
- GE 213.3 Mechanics of Materials
- <u>ME 214.3</u> Introduction to Materials and Manufacturing
- ME 215.3 Fluid Mechanics I
- ME 226.3 Mechanics III

- ME 227.3 Thermodynamics I
- <u>ME 229.3</u> Introduction to Mechanical Engineering Design
- <u>ME 251.3</u> Engineering Analysis I
- ME 313.3 Mechanics of Materials I
- ME 314.3 Machine Design I
- ME 321.3 Engineering Analysis II
- ME 323.3 Mechanics of Materials II
- ME 324.3 Engineering Materials
- ME 327.3 Heat Transfer
- <u>ME 328.3</u> Mechanical Engineering Laboratory I
- ME 329.3 Collaborative Design and Manufacturing
- <u>ME 330.3</u> Manufacturing Processes
- ME 335.3 Fluid Mechanics II
- ME 352.3 Engineering Analysis III
- ME 417.3 Thermodynamics II
- ME 418.3 Mechanical Engineering Laboratory II
- ME 431.3 Control Systems
- ME 495.6 Industrial Design Project

Science Elective

BIOL 120.3 The Nature of Life or CHEM 115.3 General Chemistry II Chemical Processes or GEOL 121.3 Earth Processes or PHYS 125.3 Physics and Technology

EN Senior Courses

- BLE 200 499
- CE 200 499
- CHE 200 499
- CHEM 200 499
- CME 200 499
- CMPT 200-499
- EE 200 499
- EP 200 499
- ENVE 200 499
- GEOE 200 499
- GEOL 200 499
- ME 200 499
- PHYS 200 499

RCM Non-EN Alternatives

- ANTH 100-Level, 200-Level, 300-Level, 400-Level
- ARTH 100-Level, 200-Level, 300-Level, 400-Level
- CLAS 110.3 Greek Civilization
- CLAS 111.3 Roman Civilization

- <u>CLAS 203.3</u> Advanced Medical Terminology
- CLAS 220.3 Daily Life in Ancient Greece and Rome
- <u>CLAS 225.3</u> Women in Antiquity
- <u>CLAS 228.3</u> Epic
- <u>CLAS 240.3</u> Ancient Art and Architecture I Bronze Age to Classical Greece
- CLAS 242.3 Ancient Art and Architecture II Graeco Roman World
- CLAS 252.3
- CLAS 259.3
- <u>CLAS 298.3</u> Special Topics
- <u>CLAS 299.3</u> Special Topics
- <u>CLAS 398.3</u> Special Topics
- <u>CLAS 399.3</u> Special Topics
- <u>CLAS 499.6</u> Special Topics
- CLAS Select 100, 200, 300, or 400-level:
- <u>CMRS 100-Level, 200-Level, 300-Level, 400-Level</u>
- DRAM 100-Level, 200-Level, 300-Level, 400-Level
- ENG 100-Level, 200-Level, 300-Level, 400-Level
- <u>HIST 100-Level, 200-Level, 300-Level, 400-Level</u>
- INDG 100-Level, 200-Level, 300-Level, 400-Level
- <u>IS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>LING 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>PHIL 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>POLS 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>PSY 100-Level, 200-Level, 300-Level, 400-Level</u>
- <u>RLST 100-Level, 200-Level, 300-Level, 400-Level</u>
- SOC 100-Level, 200-Level, 300-Level, 400-Level
- WGST 100-Level, 200-Level, 300-Level, 400-Level

Appendices

Appendix A - Design of a New First Year Engineering Program at the University of Saskatchewan (Catalogue Entry)

Engineering First Year First-Year Common Core

All undergraduate students admitted to the College of Engineering are required to complete a common first-year of undeclared studies (known as the first-year common core).

The first year curriculum features a modular structure, with well-integrated content across courses to reinforce program learning objectives and develop the skills and attitudes that will promote student success. A competency-based assessment approach, supported by daily help sessions, provides students with multiple opportunities to demonstrate mastery of fundamental concepts. Near the end of the Winter Term in first year, students will select a major and will be placed in the appropriate bridging courses to facilitate their transition into the upper year programs.

Prospective students who begin their studies in a college other than the College of Engineering are encouraged to consult an Academic Advisor within the Engineering Student Centre on a regular basis to plan their program of study, choose courses (including electives), and monitor their academic progress.

Year 1 (41-44 credit units)

Year 1 will range from a total of 41 to 44 credit units, depending upon which major field of study is chosen.

Fall Term

*The start and end dates of the courses vary, as the duration of the courses varies from 4 to 12 weeks.

- GE 102.2 Introduction to Engineering I
- **GE 112.1** Engineering Discipline Experience
- GE 122.2 Engineering Mechanics I
- GE 132.1 Engineering Communications I
- <u>GE 142.2</u> Design I
- GE 152.1 Electrical Circuits I
- <u>CMPT 142.3</u> Introduction to Computer Science for Engineers
- MATH 133.4 Engineering Mathematics I

Natural Science Series:

Students must complete all of the following courses:

- PHYS 152.1 Introduction to Atoms and Nuclei for Engineering
- o CHEM 142.1 Global Impact of Chemistry for Engineering
- o **GEOL 102.1** Introduction to Geology for Engineering
- o BIOL 102.1 Nature for Engineering

Winter Term

* The start and end dates of the courses vary, as the duration of the courses varies from 4 to 12 weeks.

- GE 103.1 Introduction to Engineering II
- GE 123.3 Engineering Mechanics II
- **<u>GE 133.2</u>** Engineering Communication II
- <u>GE 143.2</u> Design II (Please note: This course is not taken by students entering Civil, Geological and Environmental Engineering majors.)
- GE 153.2 Electrical Circuits II
- GE 163.2 Process Engineering
- CHEM 146.3 General Chemistry for Engineering
- MATH 134.3 Engineering Mathematics II
- PHYS 156.3 Electromagnetism and Waves for Engineering

Discipline Bridge Course:

Course selection depends upon the major field of study chosen.

- <u>CMPT 146.3</u> Principles of Computer Science for Engineers (Computer and Electrical Engineering, and Engineering Physics)
- ME 113.3 Engineering Analysis I (Mechanical Engineering)
- CHE 113.3 Unit Operations in Chemical Process Engineering (Chemical Engineering)
- <u>CE 271.2</u> Spring Surveying Camp (Civil, Geological and Environmental Engineering)

Appendix B – Approvals in the College of Engineering



UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE

MEETING MINUTES November 9, 2020, 1:30 PM– 2:30 PM WebEx Meeting (Password: UAPC)

CHAIR:	B. Sparling
PRESENT:	A. Odeshi, T. Cao, R. Evitts, K. Mazurek, D. Klymyshyn, W. Helgason, K. Wahid, D. Milne,
	C. Owen, A. Bourassa, D. Gaudet, A. Pajic

REGRETS:

GUESTS:

SECRETARY: A. Galambos

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Comments from the Chair – B. Sparling	
2	Approval of Agenda – B. Sparling	
	MOTION: To approve the agenda of November 9, 2020, as circulated.	
	Item added:	
	Undergraduate degree completion timeframe policy (information item)	
	Motion: D. Milne	
	Seconded: A. Bourassa	
	Negative votes: 0	
	Abstentions: 0	
	CARRIED	
3	Approval of Consent Agenda – B. Sparling	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from October 13, 2020 as circulated.	
	Amendment made:	
	Item 6.c. Wording changed from communications textbook to communication	
	textbook.	
	Motion: K. Wahid	
	Seconded: A. Odeshi	
	Negative votes: 0	
	Abstentions: 0	
	CARRIED	
5	New Business	
a)	MOTION: To change the prerequisites for EE 362 be changed from	
	Prerequisite(s): EP 214 and EE 265 Prerequisite(s) or Corequisite(s): CME 341	
	To Prerequisite(s): EP 214 and EE 265	
	Rationale: Material in CME 341 (HDL programming) was originally thought	

	to be required to support laboratory content involving programmable hardware to be used in EE 362. The laboratories do not require this hardware, and therefore the CME 341 as prerequisite or corequisite is not required.	
	CME 341 corequisite causes some scheduling conflicts with students needing this course, removing this corequisite will remedy this issue.	
	Motion: D. Klymyshyn Seconded: A. Bourassa	
	Negative votes: 0 Abstentions: 0	
	CARRIED	
b)	MOTION: To remove CHE 431.1 (Seminar) as a required course in the CHE major.	
	Rationale: The purpose of this course was to facilitate practice of technical presentations before an audience of peers. This course is now redundant since students have ample opportunity for practice in CHE 333.2 (lab 1), CHE 414.2 (lab 2), CHE 424.2 (lab 3), CHE 326.3 (Plant Design Project) and CHE 495.6 (Capstone).	
	CHE 431.1 will be offered in 2021-2022. This change will affect the number of credit units in the CHE program in the 2022-2023 catalogue, A. Pajic will follow up with R. Evitts.	
	Motion: R. Evitts Seconded: T. Cao Negative votes: 0 Abstentions: 0	
	CARRIED	
c)	MOTION: To remove Elective A – Science Elective as a required course in the CHE major.	
	 Rationale: Chem 115.3 is currently a requirement in the CHE major. Chem 242.3 is currently a requirement in the CHE major. Chem 115.3 is the prerequisite for Chem 242.3 The new first year will be the be the prerequisite for Chem 242.3 	
	Current process: If a student takes Chem 115.3 in first year, they take Chem 242.3 in year 2 (either term) and an Elective A. If a student does not take Chem 115.3 in first year they will have taken the Elective A in first year (e.g. GEOE 121.3). They then take Chem 115.3 in Y2T1 followed by Chem 242.3 in Y2T2.	
	New process for new first year: After a student completes the new first year, the student will have the prerequisite for Chem 242.3. Hence, Elective A is unnecessary. (CHE students will have more than sufficient natural science material without Elective A).	

	This change will affect the number of credit units in the CHE program in the 2022-2023 catalogue, A. Pajic will follow up with R. Evitts.	
	Motion: R. Evitts Seconded: A. Bourassa Negative votes: 0 Abstentions: 0 <i>CARRIED</i>	
d)	MOTION: To remove an Elective B – Technical Elective from the CHE major (a reduction in the number of Elective B courses from 3 to 2).	
	Rationale: Historically, at the culmination of the CHE degree, students were expected to take two Elective B courses (during the final year of studies). A third Elective B was added with the introduction of the CHE options in the 2000s (then Biochemical, Biotechnology and Petroleum, now Biochemical, Petroleum and Mineral Processing) to allow for each to have specialized suite of courses with a nominal number of extra courses over the base degree.	
	CBE is in the process of revisiting and recasting the options and would like to reduce the number of Elective B courses for those students not in an option, to further distinguish between those who pursue an option and those who do not.	
	There is no design content in these technical electives.	
	This change will create a permanent reduction in the number of credit units in the CHE program in the 2022-2023 catalogue, A. Pajic will follow up with R. Evitts.	
	Motion: R. Evitts Seconded: A. Odeshi Negative votes: 0 Abstentions: 0 <i>CARRIED</i>	
e)	MOTION: To change the course description for CHE 411.3 from the current: An examination of the principles of applied chemical kinetics and their use in chemical reactor design and chemical plant operation. Both homogeneous and heterogeneous kinetics, including catalysis, are considered.	
	The new course description would be as follows: An examination of the principles of both fundamental and applied chemical reactions and kinetics, and their applications in chemical reactor design and chemical plant operation. Both homogeneous and heterogeneous kinetics, including catalysis, are considered for safe design and operations of chemical reactors.	
	Motion: R. Evitts Seconded: D. Klymyshyn	

Negative votes: 0 Abstentions: 0 *CARRIED*

MOTION: That UAPC approves the Department of Mechanical Engineering's request to register ME 496.3 Machine Design II as a permanent design elective, effective September 2021.

Rationale: ME department offered Machine Design II as a special topic (ME 498) and a technical elective in the 2018/2019 and 2019/2020 academic years. ME received APC's approval to offer the course the third time in the current term to upgrade its lab and engineering design components in preparation to transit it to a design elective. The course instructor, Prof. J. Johnston, introduced a large project component (lab and design) to the course and has integrated the project component into the course content and deliverables. The project, integrated with a hands-on lab, consists of designing an ATV winch. Students are tasked with tearing down an existing 1000 lb winch and design their own winch with different load-carrying capacities. This project entails safety factor selection, impact, fatigue, shaft design, bearings, gears, clutch, bolts and wire. The department considers the course to have enough design content and recommends that UAPC approves it as a permanent design elective, effective September 2021. Increasing the number of ME design electives will offer our students more flexibility in the choice of design electives. It also offers the department opportunity to offer a sufficient number of design electives whenever one or more design elective instructor(s) proceed on sabbatical leave at the same time.

Motion: A. Odeshi Seconded: R. Evitts Negative votes: 0 Abstentions: 0 *CARRIED*

MOTION: To create GE 197 Selected Introductory Topics in Engineering course effective 2021-05.

Rationale: This course is being offered to facilitate the integration of transfer or irregular students into Engineering programs. With the introduction of the revised first year Engineering curriculum featuring a modular design, non-standard course scheduling, and innovative course content, it is likely that transfer students from other colleges or institutions, or returning students, will be missing components of courses that will inhibit them from progressing on to upper year majors in a timely manner. By offering selected portions of first year courses on an as-needed basis, this will allow students to fill in academic gaps to allow for a more efficient progression to upper year more statisfy prerequisite requirements for subsequent first year courses.

Note: This is a placeholder course.

g)

f)

	GE 124, GE 125, & GE 111 will be offered in the 202005/202007 academic terms on a one-time basis to supplement some classes students have failed. These courses could be held in various ways depending n the demand from students (examples: spring/summer, distance learning). Motion: A. Bourassa Seconded: A. Odeshi Negative votes: 0 Abstentions: 0 CARRIED	
6	Discussion	
a)	Undergraduate degree completion timeframe	
	Information item only as SAAC has authority in this area.	
	Routinely degree completion extension cases have been heard in SAAC and without fail the extension has been granted. The ten-year rule was to ensure a student was current in their technical knowledge when they graduated and typically most of these expired courses are not courses that would speak to their technical skill.	
	Rather than having a ten-year limitation on all classes we would like to move to a six-year limitation on the core technical classes once you enter the second year of your major. If a student does not complete all courses within the six-year timeframe they can request an extension, which will go to the program for	
	approval. The program will then decide to deny this request, based on whether the classes have changed too much or need to be refreshed for other reasons, or approve this request and allow the student to graduate with these courses.	
7	Next Meeting	
	Our next meeting is scheduled for December 14 from 1:30-2:30 pm, via Webex.	
8	Meeting Adjourned – B. Sparling	





UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE

MEETING MINUTES March 8, 2021, 1:30 PM- 2:30 PM WebEx Meeting

CHAIR: PRESENT:	B. Sparling A. Bourassa, T. Cao, R. Evitts, D. Gaudet, W. Helgason, K. Mazurek, D. Milne, A. Odeshi, C. Owen, A. Pajic, K. Wahid
REGRETS:	E. Salt
GUESTS:	R. Johanson
SECRETARY:	A. Galambos

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Comments from the Chair – B. Sparling	
2	Approval of Agenda – B. Sparling	
	MOTION: To approve the agenda of March 8, 2021, as circulated.	
	Motion: K. Wahid	
	Seconded: A. Bourassa	
	CARRIED	
3	Approval of Consent Agenda – B. Sparling	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from January 11, 2021 as circulated.	
	Motion: R. Evitts	
	Seconded: T. Cao	
	CARRIED	
5	New Business	
a)	MOTION: To remove CMPT 113.3 from the Chemical Engineering Curriculum.	
	CMPT 113.3 Introduction to Computer Science for Engineers	
	An introduction to computer science and problem solving using procedural	
	programming. This course introduces the basic computer science and computer	
	programming principles of algorithms, abstraction, encapsulation, variables,	
	conditional branching, repetition, functions, recursion, and elementary data	
	structures. These concepts are applied to problem solving applications such as	
	data analysis and visualization, simulation, text processing, and image	
	processing. An introduction to MATLAB leverages the basic principles in an	
	Engineering-specific setting.	
	Rationale: With the advent of the new first year curriculum, this course will no	
	longer be a required course.	
	Motion: R. Evitts	
	Seconded: A. Odeshi	
	CARRIED	

b)	MOTION: To add CMPT 141.3 to the Chemical Engineering Curriculum	
	CMPT 141.3 Introduction to Computer Science An introduction to computer science and problem solving using procedural programming. This course introduces the basic computer science and computer programming principles of algorithms, abstraction, encapsulation, variables, conditional branching, repetition, functions, recursion, and elementary data structures. These concepts are applied to problem solving applications such as data analysis and visualization, simulation, text processing, and image processing. The programming skills acquired in this course are applicable in all fields of study, the work-place, and personal projects.	
	Rationale: In the case that a Chemical Engineering student is deficient in the Computer Science requirement, the student will be allowed to take CMPT 141.3 to meet said requirement. Computer Science will not offer CMPT 113.3 in the 2021 - 2022 academic year.	
	Moved: R. Evitts Seconded: A. Odeshi <i>CARRIED</i>	
	CMPT 141 will be taken only by Engineering students which provides us with a higher level of control; first-year curriculum coordinators will meet regularly with the College of Arts & Science to be sure learning objectives are being fulfilled as the content of this course will be integrated in our first year.	
	CMPT 141 course content will be delivered in the new first year and be aligned with our new learning objectives for first and upper-year programs, as such the CMPT 141 course will be phased out of our programs within the next 2-3 years.	
6	Discussion	
a)	First year documents to help with planning and preparation of the changes in the upper years.Engineering First year: https://programs.usask.ca/engineering/first-year/index.php	6.a.i. Supporting document may be found at this path: \Committees\UAPC\2021-2 \2021-03-08
	Major program changes (those that change the total number of credit units, and result in changes to tuition and/or program length) typically need to be submitted to the APC by mid-November; so they should be approved by the departments and the UAPC before that.	
7	Next Meeting	
	Our next meeting is scheduled for April 12 from 1:30-2:30 pm, via Webex. Meeting Adjourned – B. Sparling	
8		



UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE MEETING MINUTES April 12, 2021, 1:30 PM– 2:30 PM WebEx Meeting

CHAIR: B. Sparling PRESENT: A. Bourassa, T. Cao, R. Evitts, W. Helgason, K. Mazurek, D. Milne, A. Odeshi, A. Pajic, E. Salt, K. Wahid

REGRETS:	D. Gaudet, C. Owen
GUESTS:	S. Maw
SECRETARY:	A. Galambos

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Comments from the Chair – B. Sparling	
2	Approval of Agenda – B. Sparling	
	MOTION: To approve the agenda of April 12, 2021, as circulated.	
	Moved: D. Milne	
	Seconded: K Mazurek	
	K Wahid suggested discussing final exams – B. Sparling will send out the	
	message this afternoon, add item 6.e.	
	CARRIED with Addition	
3	Approval of Consent Agenda – B. Sparling	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from March 8, 2021 as circulated.	4. 2021_03_08 UAPC Draft
	Moved: K Wahid	Minutes
	Seconded: A. Bourassa	
	Abstention: 1 member	
	CARRIED	
~	N D '	
5	New Business	
a)	MOTION: Remove prerequisite for GE431 of only open to students in the	
	Technological	
	AMENDED MOTION: Replace prerequisite of GE 431 with GE 348 or equivalent	
	in the TIC.	
	Innovation Cartificate program	
	Innovation Certificate program. Rationale: The course is a project-based course that uses the method of	
	systematic engineering design to define a new product and develop a business	
	model. Students will work in teams to bring different perspectives to solve the	
	model. Students will work in teams to bring different perspectives to solve the	

	problem together. Essential knowledge in business will be provided by the instructor through lectures and workshops for the students that are not in TIC.
	Item tabled for next meeting, T. Cao to review prerequisites of GE431.
	<u>Civil Engineering Program</u>
b)	MOTION: To add GEOL121.3 Earth Processes to the first term of second year of the CE program for 2022-2023. Rationale: The 3-credit science elective in first year, which is currently recommended to be GEOL121 for CE and GEOE students, is being dropped in the new first-year program and replaced with a general science course that contains four modules of different topics (Phys 142.1 Introduction to Nuclei for Engineering, CHEM 142.1 The Global Impact of Chemistry for Engineering, GEOL 102.1 Introduction to Geology for Engineering, and BIOL102.1 Nature for Engineering). GEOL121 is a prerequisite for GEOE 218, which is a course core in the CE program.
c)	MOTION: To move GEOE 218 Engineering Geology to the second term of second year of the CE program for 2022-2023. Rationale: GEOL 121 needs to be moved to Term 1 of second year to accommodate the changes to the first-year program. GEOE 218, for which GEOL 121 is a prerequisite, then needs to be moved from Term 1 to Term 2 in second year (in place of CMPT 141).
d)	MOTION: To remove CMPT 141 from second year Term 2 from the CE program for 2022-2023. Rationale: Programming course CMPT 142 is being added to first year. It replaces CMPT 141.
e)	MOTION: To renumber Œ 271 Spring Surveying Camp instead Œ 171 for the year 2022-2023. Rationale: Œ 271 is moving to first year in 2021-2022 and should be appropriately numbered to match its timing in the program. Those entering second year in 2021-2022 will take the course at the end of 2021-2022. Therefore, the renumbering should be delayed to 2022-2023.
f)	MOTION: To change the prerequisite for Œ 212 Gvil Engineering Materials from CHEM 114 (taken) to CHEM 146.3 (taken) for the year 2022-2023. Rationale: The new first year program will start in 2021-2022 and the first-year students will take CHEM 146.3 as their chemistry course. Aprerequisite change for Œ 212 needs to take effect for the year 2022-2023.
g)	MOTION: To change the prerequisite for Œ 220 Spatial Analysis and Engineering Drawings from Œ 121 Engineering Design to Œ 133.2 Engineering Communication 2 for the year 2022-2023.

		r
	Rationale: A prerequisite change for CE 202 needs to take effect for the year 2022-2023 to accommodate the changes to the first-year program. Engineering Communication 2 includes the first-year modules "Technical Communication II	
	and III', "CAD", and "Research".	
h)	MOTION: To change the prerequisite for Œ 225 Fluid Mechanics from Œ 125 Engineering Mechanics II and Math 223 (taken) to Œ 123.3 Engineering Mechanics II (Statics) and Math 223 (taken) for the year 2022-2023. Rationale: The new first year program will start in 2021-2022 and the first-year students will take Œ 123.3 as their statics course. It is statics that is needed for Œ 225, not dynamics. The prerequisite change for Œ 225 needs to take effect for the year 2022-2023.	
i)	MOTION: To change the prerequisite of GEOE 218 Engineering Geology from GEOL 121 pre- or co-requisite to GEOL 121 prerequisite starting the year 2022-2023.	
	Rationale: The change from GEOL121 pre- or co-requisite to prerequisite is only to ensure students take GEOL121 in Term 1 in the second year CE program.	
j)	MOTION: To change the prerequisites of CE 295 Design Project from CE 202 and 33 credit units from the (EN Four Year Common Core and CE Program Core) and prerequisite or corequisite of GE 213 and RCM 300 to the prerequisites of CE 202 and CE 212 and pre- or co-requisites of GE 213, GEOE 218, and RCM 200 for the year 2022-2023. Rationale: RCM 300 has been renumbered to RCM 200. GEOE 218 should be a prerequisite for the GEOE projects in CE 295. The credit unit reference was	
	removed to reduce complexity and for clarity.	
k)	MOTION: To change the prerequisites of CE 318 Applied Engineering Mathematics from CMPT 113 (taken) or CMPT 141 (taken), CE 225 (taken), GE 213 (taken), and Math 224 (taken) to CMPT 142.3 (taken), CE 225 (taken), GE 213 (taken), and Math 224 (taken) for the year 2022-2023. Rationale: CMPT 142 replaces CMPT 141 in the first-year program in 2021-2022.	
1)	MOTION: To change the prerequisites of CE 327 Municipal Engineering from CHEM 114 and CE 315 (taken) to CHEM 146.3 and CE 315. Rationale: CHEM 146.3 replaces CHEM 114 in the first-year program in 2021- 2022. CE 315 has material that is important to CE 327; the CE 315 pre-requisite should be more than for sequencing (i.e., taken).	
m)	MOTION: To change the prerequisites of Œ464 from Œ315 (taken) or BLE431 (taken) and GE348 (taken), and Œ319 to Œ319, Œ315 (taken), and Œ348 (taken) in 2021-22. Rationale: BLE431 no longer exists.	
n)	MOTION: To change the prerequisites of Œ418 Design in Reinforced Concrete from Œ 321 (taken) to Œ 321 in 2021-2022.	

	Rationale: The prerequisite of CE 321 is more than a weak prerequisite (taken)	
	meant more for timing of courses in the program. Similar course CE 470 has CE	
	321 as a full prerequisite.	
	521 as a fuil protoquisite.	
	Ean all Civil Engine aging Deserver Mations	
	For all Civil Engineering Program Motions	
	MOTION: K Mazurek	
	SECONDED: D. Milne	
	CARRIED	
	Geological Engineering Program	
o)	MOTION: To add GEOL121.3 Earth Processes to the first term of second year of	
	the GeoEprogram for 2022-2023.	
	Rationale: The 3-credit science elective in first year, which is currently	
	recommended to be GEOL121 for CE and GEOE students, is being dropped in	
	the new first-year program and replaced with a general science course that	
	contains four modules of different topics (Phys 142.1 Introduction to Nuclei for	
	· · ·	
	Engineering, CHEM 142.1 The Global Impact of Chemistry for Engineering, GEOL	
	102.1 Introduction to Geology for Engineering, and BIOL102.1 Nature for	
	Engineering). GEOL121 is a prerequisite for GEOE218, which is a course core in	
	the GEOE program.	
p)	MOTION: To move GEOE 218 Engineering Geology to the second term of second	
	year of the GEOE program for 2022-2023.	
	Rationale: GEOL121 needs to be moved to Term 1 of second year to	
	accommodate the changes to the first-year program. GEOE 218, for which GEOL	
	121 is a prerequisite, then needs to be moved from Term 1 to Term 2 in second	
	year (in place of CMPT 141).	
q)	MOTION: To change the prerequisite of GEOE 218 Engineering Geology from	
1/	GEOL121 pre- or co-requisite to GEOL121 prerequisite starting in 2022-2023.	
	Rationale: This was considered under the Œ program (see reasoning above).	
r)	MOTION: To change the 3-credit senior humanities elective to a junior	
1)	humanities elective in the second year of the GEOE program (term 1 or 2).	
	Rationale: Student will no longer take a Junior Social Science or Humanities	
	elective in 1 st year. The students will not have the pre-requisites required to	
	take many of the senior humanities elective without a junior humanities course.	
	take many of the senior numanities elective without a junior numanities course.	
-)	MOTION: To remove CMPT 141 from second year Term 2 from the GEOE	
s)	program for 2022-2023.	
	Rationale: Programming course CMPT 142 is being added to first year. It	
	replaces CMPT 141.	
	MOTION: To combe of 071 Series Servering Comparing Comparing Comparing Statements	
t)	MOTION: To replace Œ 271, Spring Surveying Camp, with Œ 171 for the year	
	2022-2023 for the GEOE program.	

	Rationale: The \times program is renumbering \times 271 as \times 171 since this surveying course is now at the end of 1 st year.	
	For all Geological Engineering Program Motions MOTION: D. Milne	
	SECONDED: W. Helgason CARRIED	
	Environmental Engineering	
u)	MOTION: To add GEOL121.3 Earth Processes to the first term of second year of the ENVE program for 2022-2023.	
	Rationale: The ENVE students will need GEOL121 as a prerequisite for GEOE 218, which is a core course in the ENVE program.	
v)	MOTION: To move GEOE 218 Engineering Geology to the second term of second year of the ENVE program for 2022-2023.	
	Rationale: GEOL 121 is now in term 1 of second year. GEOE 218 can be moved from Term 1 to Term 2 in second year in place of CMPT 141.	
w)	MOTION: To remove CMPT 141 from second year Term 2 from the ENVE program for 2022-2023.	
	Rationale: Programming course CMPT 142 is being added to first year. It replaces CMPT 141.	
x)	MOTION: To remove CHEM 115.3 General Chemistry II as a requirement from the ENVE program for 2022-2023.	
	Rationale: Currently, students in the ENVE program must complete BIOL 120.3 The Nature of Life, CHEM 115.3 General Chemistry II Chemical Processes and	
	GEOL121.3 Earth Processes by the end of Year 2. However, all engineering students will take now Chem146.3 General Chemistry for Engineers in 1st year, which has equivalency to CHEM 115.3	
y)	MOTION: To add a Jr. Humanities / Social Science elective to the ENVE 2nd year (T1 or T2) for 2022-2023.	
	Rationale: This elective was dropped from the new first year program but will now fit in the ENVE 2nd year because CHEM 115 is no longer required (see	
	previous motion).	
z)	MOTION: To replace CE 271, Spring Surveying Camp, with CE 171 for the year 2022-2023 for the ENVE program.	
	Rationale: The Œ program is renumbering $Œ 271$ as $Œ 171$ since this surveying course is now at the end of 1^{st} year.	
	For all Environmental Engineering Program Motions MOTION: W. Helgason	
	SECONDED: R. Evitts	

	CARRIED	
6	Discussion	
a)	First year design team – S. Maw Expectations for student admissions	
	 First Year Design Team is expecting remote learning for most of the 2021-22 academic year. Three options for how first-year students will submit work: Everything scanned and uploaded, typically handwritten. No handwritten allowed, everything types in pictures drawn using software. Combination where typed answers could be typed in, but drawings could be done by written hand. 	
	Reviewed in detail the learning outcomes and marking breakdowns for all assignments, which includes graphical layout and neatness for students' solutions.	
	When returned to the college assignments could be submitted electronically or by combination, however tests would probably be handwritten.	l
b)	Members asked to send thoughts to S. Maw on their preference.	l
,	Exit Surveys – A. Pajic	1
	A. Pajic will work on these and send via email.	l
c)	Override request process using the Jira system 57	L
	Moving to all override requests on the Jira system. Including prerequisite and time conflict overrides. All the requests will go to A. Galambos who will request the info and apply approvers, as necessary.	
d)	Jira does not allow approvers to have private conversations within the ticketing system. All private conversation will be required to be sent via email.	L
,	Revised draft of the Deferred/Supplemental exam policy	1
	Supplemental exams in years other than final will be a possibility under very controlled circumstances which are included in the policy document.	
	Supplemental exams may be offered for specific courses in the first-year program that do not offer top ups, particularly bridge courses that will cause ongoing trouble if students are unsuccessful.	

	Item to be brought before SAAC and Faculty Council for approval before June, and application in early fall, so supplemental exams may be offered to students in their first-year programs.	
e)	Final exams	
	Instructors must deal with students' submission issues (Wi-Fi, power outages, etc.) on a case-by-case basis. It is the student's responsibility to plan ahead and try to do that in a reliable way and should contact instructors as soon as possible if they are experiencing issues.	
	B. Sparling may be contacted via cell #306-220-3499 for reasonable recommendations.	
	B. Sparling will recommend to N. Turner that we leave it up to individual instructors to add their teaching assistants as designates and have Gwenna Moss provide training for how TA's can access the sites where exams are submitted.	
7	Next Meeting	
	Our next meeting is scheduled for May 10 from 1:30-2:30 pm, via Webex.	
8	Meeting Adjourned – B. Sparling	



UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE MEETING MINUTES May 10, 2021, 1:20, 2:20mm

May 10, 2021, 1:30 – 2:30pm WebEx Meeting

AGENDA		SUPPORTING
IIEM		DOCUMENTATION
1	Comments from the Chair – B. Sparling	
2	Approval of Agenda – <i>B. Sparling</i>	
	MOTION: To approve the agenda of May 10, 2021, as circulated.	
	Moved: A. Odeshi	
	Seconded: W. Helgason	
	CARRIED	
3	Approval of Consent Agenda – B. Sparling	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from April 12, 2021 as circulated.	4. 2021_04_12 UAPC Draft
	Moved: R. Evitts	Minutes
	Seconded: A. Bourassa	
	CARRIED	
5	New Business	
	Mechanical Engineering Program	
a)	MOTION: Create ME 498.3 Kinematics, Kinetics and Design of Machinery as a	
	Design Elective in the Mechanical Engineering program, effective September	
	2021.	
	It was mentioned in the course creation form that Physics 253 could possibly be	
	used as an equivalent. As of now, a decision has not been made whether	
	students could take both, but the intent is that students that take this course	
	will not take Physics 253.	
	For all Mechanical Engineering Program Motions	

	MOTION: A. Odeshi
	SECONDED: R. Evitts
	CARRIED
	Changes in the 2022/23 Catalogue
	MOTION: Remove EE 204.3 Basic Electronics and Electrical Power from the
b)	Mechanical Engineering B.E. program effective 2022-23.
	During the transition, it will have to be decided how returning students who still
	need the course will have it satisfied. The advisors will have to be made aware of
	the plan for students that still need EE 204 in their program.
c)	MOTION: Remove CMPT 141.3 Introduction to Computer Science from the
	Mechanical Engineering B.E. program effective 2022-23.
d)	MOTION: Remove ME 251.3 Engineering Analysis I from the Mechanical
	Engineering B.E. program effective 2022-23.
	An additional continue of CE 910 should be noted and alcount dia the continuum of
	An additional section of GE 210 should be noted and planned in the assignment
	of duties next year.
	MOTION: Delate ME 951.2 Engineering Analysis Leffective 2022.22
e)	MOTION: Delete ME 251.3 Engineering Analysis I effective 2022-23.
	MOTION: Add GE 210.3 Probability and Statistics to the Fall Term of the second-
f)	year Mechanical Engineering B.E. program effective 2022-23.
	year Meenanicar Engineering D.L. program enective 2022 20.
	In the past we have had one or two sections, in the last couple years it has been
	a single section. Numbers will have to be reviewed and teaching assignments
	and building courses should be included in discussions for the GE program.
	0
2	MOTION: Add a 3-cu Junior Humanities or Social Science Elective to be taken in
g)	either term of the second-year Mechanical Engineering B.E. program effective
	2022-23.
1)	MOTION: Add a 3-cu Science Elective to be taken in either term of the second-
h)	year Mechanical Engineering B.E. program effective 2022-23.
n)	MOTION: Remove a 3-cu Science Elective from the third year of the Mechanical
i)	Engineering B.E. program effective 2022-23.
•\	MOTION: Remove the tutorial sections of ME 229.3 Mechanical Engineering
j)	Design effective 2022-23.

	MOTION: Prerequisite/corequisite change in ME 215.3 Fluid Mechanics I due to	
k)	first year redesign, effective 2022-23:	
	From Prerequisite(s): MATH 223 (taken)	
	Prerequisite(s) or Corequisite(s): GE 125	
	To:	
	Prerequisite(s): MATH 223 (taken)	
	Prerequisite(s) or Corequisite(s): GE 125 or GE 123.	
	Because of changes in first year program	
	MOTION: Prerequisite/corequisite change in ME 226.3 Mechanics III due to first year redesign, effective 2022-23:	
l)	From	
	Prerequisite(s): GE 125 and MATH 223 (taken)	
	То:	
	Prerequisite(s): (GE 125 or GE 123), GE 152, and MATH 223 (taken).	
	MOTION: Prerequisite/corequisite change in ME 227.3 Thermodynamics I due to	
	first year redesign, effective 2022-23:	
m)	From:	
111)	Prerequisites: CHEM 114 and MATH 124 (taken)	
	Prerequisites: (CHEM 114 or CHEM 146) and [MATH 124 (taken) or MATH 134 (taken)].	
	MOTION: Prerequisite/corequisite change in ME 229.3 Introduction to Machanical Engineering Design due to first upon redesign offective 2022-22.	
	Mechanical Engineering Design due to first year redesign, effective 2022-23: From	
n)	Prerequisite(s): GE 121, GE 125 (taken), and ME 214 (taken)	
	To	
	Prerequisite(s): (GE 121 or GE 143), [GE 125 (taken) or GE 123 (taken)], ME 113,	
	and ME 214 (taken).	
	MOTION Provoquisito (correguisito chango in ME 212.2 Machanico of Matariala I	
	MOTION: Prerequisite/corequisite change in ME 313.3 Mechanics of Materials I due to first year redesign, effective 2022-23:	
	From	
o)	Prerequisite(s): GE 111 (taken), GE 213 (taken), and MATH 223 (taken)	
	Το	
	Prerequisite(s): [GE 111 (taken) or MATH 134 (taken)], GE 213 (taken), and	
	MATH 223 (taken).	
	MOTION: Prerequisite/corequisite change in ME 314.3 Machine Design I due to	
	first year redesign, effective 2022-23:	
1	v 0	
	From	
р)	From Prerequisite(s): ME 313 (taken), ME 226, ME 251 (taken), ME 324 (taken), and	

	To Prerequisite(s): ME 313 (taken), ME 226, [ME 251 or (ME 113 (taken) and GE 210	
	(taken))], ME 324 (taken), and MATH 224 (taken).	
``	MOTION: Prerequisite/corequisite change in ME 321.3 Engineering Analysis II due to first year redesign, effective 2022-23:	
q)	From	
	Prerequisite(s): ME 251 (taken) and MATH 224 (taken)	
	То	
	Prerequisite(s): [ME 251 or (ME 113 (taken) and GE 210 (taken))] and MATH 224	
	(taken).	
	MOTION: Prerequisite/corequisite change in ME 352.3 Engineering Analysis III	
r)	due to first year redesign, effective 2022-23:	
,	From	
	Prerequisite(s): ME 226, ME 251 (taken) and MATH 224 (taken) To	
	Prerequisite(s): ME 226, [ME 251 (taken) or ME 113 (taken)], and MATH 224	
	(taken)	
	For All Changes in the 2022/23 Catalogue	
	MOTION: A. Odeshi	
	SECONDED: D. Milne	
	CARRIED	
	MOTION: Change the prerequisite for GE 123.3 (effective September 2021) from	
s)	Restriction(s): Restricted to students in the College of Engineering. Prerequisite	
5)	(s): GE 122.2 (taken)	
	Prerequisite(s) or Corequisite(s): MATH 134.3	
	To Restriction(s): Restricted to students in the College of Engineering.	
	Prerequisite(s): GE 122.2	
	Prerequisite(s) or Corequisite(s): MATH 134.3.	
	GE 123.3 Change	
	MOTION: T. Cao	
	SECONDED: A. Odeshi	
	CARRIED	
	MOTION: Remove restriction for GE431 of only open to students in the	
	Technological Innovation Certificate program, and change the prerequisites	
t)	from	
	Restriction(s): Only open to students registered in the Engineering	
	Entrepreneurship Option (EEO) Program. Prerequisite(s): 9 credit units from COMM 200 – 399	
	Note: Students with credit for GE 430 will not receive credit for this course.	
	То	

	Permission of the department is required. Note: Students with credit for GE 430 will not receive credit for this course. This change is to ensure that the students have more commitment to the class and the college. Currently, we have removed a lot of the prerequisites from the COMM classes; this is to give them experience to ensure that they are successful. GE 431 Change MOTION: T. Cao SECONDED: A. Odeshi CARRIED	
6	Discussion	
a)	Program Maps for 2021-22 The maps for 2021-22 have all the approved changes for the upper years, but it still has the "old" first year because this is the one that students that are going into majors have completed and we did not want to create a disconnect. There is an additional map with just the new first-year for reference to see the connections between the courses.	6.a. Program Maps
7	Next Meeting	
	Our next meeting is scheduled for June 14 via WebEx.	
8	Meeting Adjourned – B. Sparling	



UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE MEETING MINUTES

June 14, 1:30 – 2:30 WebEx Meeting

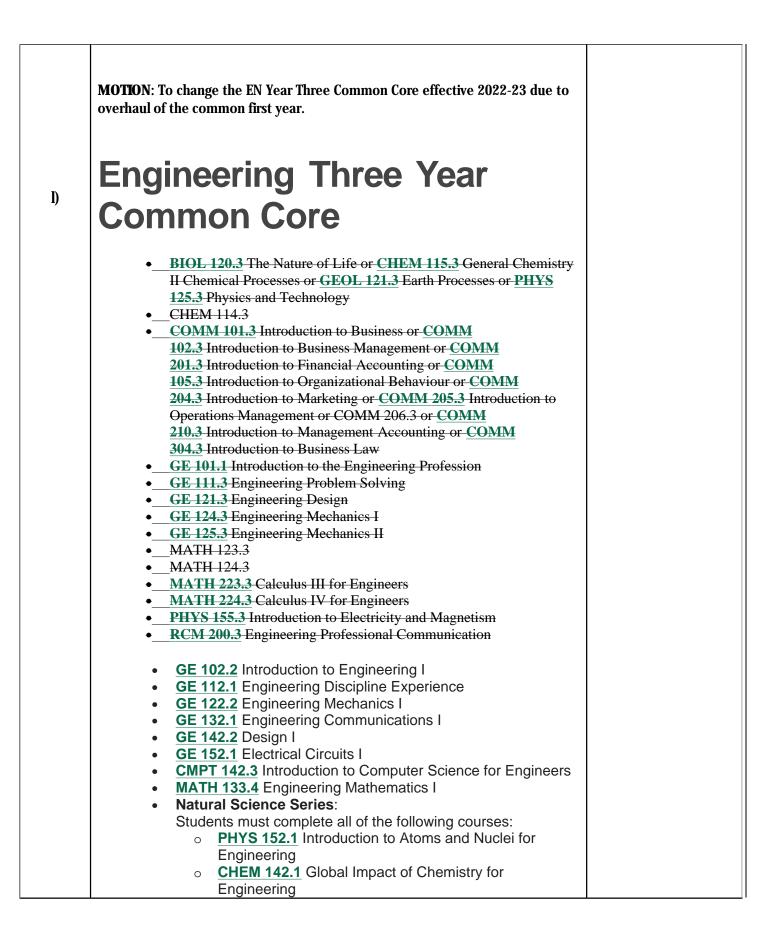
CHAIR:	B. Sparling
PRESENT:	T. Cao, R. Evitts, W. Helgason, K. Mazurek, D. Milne, A. Odeshi, A. Pajic, E. Salt, K. Wahid
REGREIS:	A. Bourassa
GUESTS:	
SECRETARY:	A. Kowalyk

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Comments from the Chair – B. Sparling	
2	Approval of Agenda – B. Sparling	
	MOTION: To approve the agenda of June 14, 2021, as circulated.	
	Moved: R. Evitts	
	Seconded: D. Milne CARRIED	
3	Approval of Consent Agenda – B. Sparling	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from May 10, 2021, as circulated. Moved: A. Odeshi	
	Seconded: K. Mazurek	
	CARRIED	
5	New Business	
	Chemical and Biological Engineering	
a)	MOTION: To change the pre-requisite for CHE 210 from (CHEM 115 and MATH 223(taken)), to (CHEM 115 and MATH 223(taken) OR CHEM 146 and MATH 223	
	(taken)), to (CHEM 115 and MATH 225(taken) OK CHEM 146 and MATH 225 (taken)). To take effect for the 2022/2023 academic year.	
	(taken)). To take effect for the 2022/2023 academic year.	
b)	MOTION: To change the pre-requisite for CHE 220 from (CHEM 115), to (CHEM	
	115 OR CHEM 146 and GE 163). To take effect for the 2022/2023 academic year.	
	For all Chemical and Biological Engineering	
	MOTION: R. Evitts	
	SECONDED: A. Odeshi	
	CARRIED	

	GE Course Changes	
c)	MOTION : To delete course GE 101.1 Introduction to the Engineering Profession effective 2022-23.	
d)	MOTION: To delete GE 111.3 Engineering Problem Solving effective 2022-23.	
e)	MOTION: To delete GE 121.3 Engineering Design effective 2022-23.	
f)	MOTION: To delete GE 124.3 Engineering Mechanics I effective 2022-23.	
g)	MOTION to delete GE 125.3 Engineering Mechanics II effective 2022-23. RATIONALE: All these courses have been effectively integrated or replaced into new first year curriculum.	
	For all course deletions MOTION: R. Evitts SECONDED: A. Odeshi <i>CARRIED</i>	
	For every course that is in the current program there will be an alternative path or equivalency once the course has been deleted, should students need to repeat the course.	
h)	MOTION: To change the prerequisite for GE 210.3 Probability and Statistics from Prerequisite(s): MATH 124 (taken) to MATH 133.4.	
	MOTION: K. Mazurek SECONDED: W. Helgason	
	In 2022-23 we will have students who are finishing up the new first-year, but we may have some students who have fallen behind or face other circumstances where they may still need MATH 124 (taken). Having a statement without a "MATH 124 (taken) <u>or</u> "may cause prerequisite issues in the future.	
	AMENDMENT: To change the prerequisite for GE 210.3 Probability and Statistics from Prerequisite(s): MATH 124 (taken) <u>or</u> MATH 133.4.	
	MOTION: K. Mazurek SECONDED: W. Helgason <i>CARRIED</i>	
i)	MOTION: To change the prerequisite GE 213.3 Mechanics of Materials from Prerequisite(s): GE 125 (taken) to GE 123.3.	
	MOTION: R. Evitts SECONDED: D. Milne	

	Currently, there are issues with GE 213 because GE 124 is a taken prerequisite and not a full prerequisite. Even if it is temporary, to assist in rectifying the issues with the prerequisites with GE 213 (taken), make GE 124 a full prerequisite, even if only for the year it would affect.
	AMENDMENT: To change the prerequisite GE 213.3 Mechanics of Materials from Prerequisite(s): GE 125 (taken) to GE 123.3 or GE 124.3.
	MOTION: R. Evitts SECONDED: D. Milne <i>CARRIED</i>
	MOTION: To delete EE 204.3 Basic Electronics and Electrical Power in 2022-23. (*CHE, ENVE, ME) In 2022-23 students requiring completion of EE 204.3 should take courses GE 152.1 and GE 153.2 instead.
j)	The course will be offered in a regular time block and will not affect upper years taking a first-year course. The difficulty for the student will be that it will take out the time block for the entire term even though the course itself will only be offered during a period of that term.
	It is recommended telling ENVE students to take EE 204 this year.
	MOTION: R. Evitts SECONDED: W. Helgason <i>CARRIED</i>
	MOTION : To change the EN Year Two Common Core effective 2022-23 due to overhaul of the common first year.
k)	Engineering Two Year
	Common Core
	 BIOL 120.3 The Nature of Life or <u>CHEM 115.3</u> General Chemistry II Chemical Processes or <u>GEOL 121.3</u> Earth Processes or <u>PHYS</u> <u>125.3 Physics and Technology</u> <u>CHEM 114.3</u> <u>COMM 101.3</u> Introduction to Business or <u>COMM</u> <u>102.3 Introduction to Business Management or <u>COMM</u> <u>201.3 Introduction to Financial Accounting or <u>COMM</u> <u>105.3 Introduction to Organizational Behaviour or <u>COMM</u> <u>204.3 Introduction to Marketing or <u>COMM 205.3</u> Introduction to</u></u></u></u>
	Operations Management or COMM 206.3 or COMM

• • • • •	
MOTION: A SECONDEL CARRIED	



	 GEOL 102.1 Introduction to Geology for Engineering BIOL 102.1 Nature for Engineering II GE 103.1 Introduction to Engineering II GE 123.3 Engineering Mechanics II GE 133.2 Engineering Communication II GE 143.2 Design II (Please note: This course is not taken by students entering Civil, Geological and Environmental Engineering majors.) GE 163.2 Electrical Circuits II GE 163.2 Process Engineering CHEM 146.3 General Chemistry for Engineering MATH 134.3 Engineering Mathematics II PHYS 156.3 Electromagnetism and Waves for Engineering RCM 200.3 Engineering Professional Communication MATH 223.3 Calculus III for Engineers MATH 224.3 Calculus IV for Engineering 	
S	IOTION: K. Mazurek ECONDED: R. Evitts A <i>RRIED</i>	
	IOTION: To change the EN Year Four Common Core effective 2022-23 due to verhaul of the common first year.	
III / 1	Engineering Four Year Common Core	

•	GE 125.3 Engineering Mechanics II	
•	GE 348.3 Engineering Economics	
•	GE 449.3 Engineering in Society	
•	<u>MATH 123.3</u>	
•	_MATH 124.3	
•	MATH 223.3 Calculus III for Engineers	
•	MATH 224.3 Calculus IV for Engineers	
•	PHYS 155.3 Introduction to Electricity and Magnetism	
•	RCM 300.3 Effective Professional Communication	
•	GE 102.2 Introduction to Engineering I	
•	GE 112.1 Engineering Discipline Experience	
	GE 122.2 Engineering Mechanics I	
	0 0	
•	GE 132.1 Engineering Communications I	
•	GE 142.2 Design I	
•	GE 152.1 Electrical Circuits I	
•	CMPT 142.3 Introduction to Computer Science for	
	Engineers	
•	MATH 133.4 Engineering Mathematics I	
	Natural Science Series:	
	Students must complete all of the following courses:	
	 PHYS 152.1 Introduction to Atoms and Nuclei for 	
	Engineering	
	 <u>CHEM 142.1</u> Global Impact of Chemistry for 	
	Engineering	
	 GEOL 102.1 Introduction to Geology for 	
	Engineering	
	 BIOL 102.1 Nature for Engineering 	
	GE 103.1 Introduction to Engineering II	
•	<u>GE 123.3</u> Engineering Mechanics II	
•	GE 133.2 Engineering Communication II	
•	GE 143.2 Design II (Please note: This course is not taken	
	by students entering Civil, Geological and Environmental	
	Engineering majors.)	
•	GE 153.2 Electrical Circuits II	
•	GE 163.2 Process Engineering	
	CHEM 146.3 General Chemistry for Engineering	
•	MATH 134.3 Engineering Mathematics II	
•	PHYS 156.3 Electromagnetism and Waves for	
	Engineering	
•	RCM 200.3 Engineering Professional Communication	
•	MATH 223.3 Calculus III for Engineers	
•	MATH 224.3 Calculus IV for Engineers	
•	GE 348.3 Engineering Economics	

	GE 449.3 Engineering in Society	
	MOTION: R. Evitts SECONDED: A. Odeshi <i>CARRIED</i>	
6	Discussion	
	C. Owen and R. Evitts will be leaving for sabbatical and will not be a part of UAPC in 2021-22.	
7	Next Meeting	
	Our next meeting is scheduled for TBD via WebEx.	
8	Meeting Adjourned – B. Sparling	

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UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE

MEETING AGENDA
Thursday, September 9, 1:30 – 2:30

CHAIR: PRESENT:	B. Sparling C. Niu, K. Mazurek, D. Milne, E. Salt, K. Wahid, A. Odeshi, W. Helgason, S. Koustov, S. Maw, D. Gaudet, A. Pajic
REGRETS: GUESTS:	

SECRETARY: S. Farthing

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Comments from the Chair – B. Sparling	
	Welcome to new term. Happy to be back in person for meetings.There will be a series of meetings this fall to get ready for the new calendar year. Will be in contact with Aleksandra	
	We are expecting changes in response to feedback about the implementation of the new first year program.	
2	Approval of Agenda – <i>B. Sparling</i>	
	MOTION: To approve the agenda of September 9, 2021, as circulated. Motion: S. Maw Second: S. Koustov <i>Carried</i>	
9	Annoval of Concent Agenda P. Sporting	
3	Approval of Consent Agenda – <i>B. Sparling</i>	
	NA	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from June 14. 2021, as circulated. Motion: A. Odeshi Second: D. Milne+ <i>Carried</i>	
5	New Business	
a)	MOTION: To add COMM 100-level courses to the list of Complementary Studies Elective and delete CLAS 104 exception.	
	CEAB has changed its definition of complimentary studies. It previously excluded languages, but now they are included. As long as things fall under the CEAB definition, we can include them as options.	

b. MOTION: To add CLAS 104.3 Classical Myths to the Junior Humanities/Social Science Elective list.

Motion: S. Koustov Second: D. Milne *Carried*

c. MOTION: To change the prerequisites of CE 495.6 Capstone Design Project from:

Prerequisites: CE 295 and CE 318 Pre- or co-requisites: GE 348, CE 320, and 12 credit units from (W,G,S electives) to

Pre-requisites: CE 295, CE 318, CE 320, GE 348, CE 327 (taken), CE 330 (taken), CE 329 (taken), CE 319 (taken), CE 321 (taken) Pre- or Co-requisites: 9 credit units from (W,G,S electives, CE 467).

RATIONALE: Students currently are required to take 4 fourthyear electives in first term of fourth year to meet the corequisite requirements. This has meant that there is a significant imbalance in enrolment between first and second term CE electives in fourth year. Additionally, the program wishes to make sure students in CE 495 have taken all secondterm, third year courses before moving on to CE 495.

Motion: K. Mazurek Second: W. Helgason *Carried*

d. MOTION: To change prerequisites of CE 329.3 Transportation Engineering I from:

Prerequisites: CE 271 (taken) and GE 210 (taken) to Prerequisites: CE 171, GE 210, and CE 202.

RATIONALE: CE 171 (renumbering of CE 271) will be taken in first year and will have a means to "upgrade" the final grade at the end of the course, as is the case for the other engineering courses in first year. No taken requirement is needed. CE 329 requires GE 210 content to a higher degree than provided by a taken prerequisite. CE 202 includes important Civil 3D

training and is soon to include GIS, and these are both important tools for CE 329.	
 There was a question regarding the date by which this would go into effect, which was determined to be 202105	
Motion: K. Mazurek Second: S. Koustov <i>Carried</i>	
e. MOTION: To create new course CE 213.3 Mechanics of Materials.	
It was proposed to make this effective for the 2022-2023 academic year, in order to align with the other changes precipitating from the First Year Redesign.	
GE 213 and CE 213 will not be considered equivalent if a student fails CE 213. However, the department can consider using GE 213 in lieu of CE 213 in the case of a student transferring from ME or CHE.	
For the Chemical Engineering Department, if student can't take GE 213 in Term 1, then we must revise our course catalogue to say it could be an accepted equivalent.	
The attribute mapping on these supporting documents was left with the information from the old version, but we do know that it will be modified to meet the new descriptors.	
Motion: K. Mazurek Second: D. Milne	
Carried	
f. MOTION: To delete GE 213.3 from the second term of second year of the CE program starting in 2022-2023 and add course CE 213.3 Mechanics of Materials in its place.	
Motion: K Mazurek Second: D. Milne <i>Carried</i>	
g. MOTIO N: To delete GE 213.3 from the second term of second year of the GEOE program starting in 2022-2023 and add CE 213.3 in its place.	

	Motion: D. Milne Second: W. Helgason <i>Carried</i>	
	h. MOTION : To delete GE 213.3 from the second term of second year of the ENVE program starting in 2022-2023 and add CE 213.3 in its place.	
	RATIONALE : (for motions e), f) and g) and h)): GE 213 has two sections for second year students in all disciplines in the College. Mechanical Engineering teaches GE 213 in Term 1 and Civil Engineering is responsible for GE 213 in Term 2. Mechanical Engineering teaches GE 213 with less content, and the missing content is required by civil engineering students for their later structural engineering courses. The Term 1 course is therefore no longer appropriate for civil engineering students. The civil engineering structural engineering group also wants more flexibility to control the content of the course for sequencing. The change is proposed to start in 2022-2023, which aligns with other changes in the CE program due to the changes in first year.	
	Motion: W. Helgason Second: D. Milne <i>Carried</i>	
6	Discussion	
	a. Year at the Glance memo - Includes key dates and deadlines related to: Catalogue publication; the curricular approval process; Academic Calendar publication; admission processes; Access and Equity Services (AES); class build and registration; room scheduling processes, as well as the processes related to tuition and fee approval by the Board of Governors and the Provost's Advisory Committee (PAC). UAPC meetings will be scheduled a few days before each deadline. One change to note is the deadline for APC approval. This year it is moved to the end of November.	6.a Year at a Glance memo
	Because we are submitting a package of all the changes resulting from our first year program change, the APC has asked to see the whole package all at once. There will be a couple of longer meetings needed to get through all details. We will aim to make it nice and clear, so that we know what to tell students in advising.	
	B. AU count in GE 112.1 Engineering Discipline Experience Whether GE 112 should be considered Complementary Studies, Engineering Science, or some combination. It was approved as 100% Complementary Studies (23 AUs in CS).	6.b AU count in new First Year

8	Meeting Adjourned – B. Sparling	2:04pm
	invite shortly.	
	This will be a longer meeting. Committee members will get an	
	Our next meeting is scheduled for October TBA, 2021.	
7	Next Meeting	
	approval.	
	breakdown for Engineering Science and Complimentary Studies. We can bring that data back for information and	
	Members are encouraged to take this conversation back to their program committees. Please let A. Pajic know the	
	then it is more accurate to change it to include some Engineering Science.	
	all departments are doing things of a more technical nature,	
	It's not urgent, but we would like to be accurate. Calling this 100% Complimentary Studies would likely not be accurate. If	
	could adjust that. It has to be consistent for every department.	
	consistent with what GE 101 used to be. However, if we can count on everybody doing some Engineering Science, then we	
	This is currently classified as Complimentary Studies, which is	



UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE

MEETING AGENDA Tuesday, October 12, 10:00 – 11:30

CHAIR:	B. Sparling
PRESENT:	C. Niu, K. Mazurek, D. Milne, E. Salt, K. Wahid, A. Odeshi, S. Koustov, S. Maw, D. Gaudet,
	A. Pajic
REGRETS:	W. Helgason
GUESTS:	O. Baik
SECRETARY:	

AGENDA IIEM		SUPPORTING DOCUMENTATION
1	Comments from the Chair – B. Sparling	
2	Approval of Agenda – B. Sparling	
	MOTION: To approve the agenda of October 12, 2021, as	
	circulated.	
	MOVED, C. Marris	
	MOVER: S. Maw SECONDER: D. Milne	
	Carried	
3	Approval of Consent Agenda – B. Sparling	
	For 2021-22	
	a) MOTION : To approve the second offering of special topics	
	course EE 498.3 Renewable Energy and Power Systems (as	
	created and approved by the UAPC in May 2019). EE 498.3 would be applied in lieu of EE 442.3 requirement in the EE	
	program.	
	The course will be offered in Term 2 of academic year	
	2021-22.	
	For 2022-23	
	b) MOTION: To change the prerequisites for EE 265.3	
	(Discrete Time Signals and Systems) from	
	Prerequisite(s): MATH 123 and MATH 124	
	Prerequisite(s) or Corequisite(s): CMPT 116 or CMPT	
	141 Note: Students with credit for EE 351 will not receive	
	credit for this course.	
	To Prerequisite(s): ((GE 152 and MATH 134) or (MATH	
	123 and MATH 124)) and (CMPT 142 or CMPT 116 or CMPT 141).	
	RATIONALE: The new prerequisites are required by the	
	changes to first year. The addition of GE 152 is for the	

 MATLAB content. Note that MATH 123, MATH 124, CMPT 116, and CMPT 141 are retained to accommodate students entering engineering prior to 2021-22. Since EE 351 was last offered in 2012-13, the note is no longer needed. (c) MOTION: To change the prerequisites for EE 271.3 (Materials and Heat Transport in Electrical Engineering) from Prerequisite(s): CHEM 114 and PHYS 155 (taken) to Pre-requisite(s): CHEM 146 or CHEM 114) and (PHYS 156 (taken) or PHYS 155 (taken)). RATIONALE: The new prerequisites are required by the changes to first year. Note that CHEM 114 and PHYS 155 are retained to accommodate students entering engineering prior to 2021-22. (d) MOTION: To change the prerequisites for EE 216.3 (Probability Statistics and Numerical Methods) from Prerequisite(s) MATH 123 and MATH 124 to Prerequisite(s) MATH 134 or (MATH 123 and MATH 124). RATIONALE: The new requisites are required by the changes to first year. Note that CHEM 114 and PHYS 155 are retained to accommodate students entering engineering prior to 2021-22. (d) MOTION: To change the prerequisites for EE 216.3 (Probability Statistics and Numerical Methods) from Prerequisite(s) MATH 134 or (MATH 123 and MATH 124). RATIONALE: The new requisites are required by the changes to first year. Note that MATH 123 and MATH 124 are retained to accommodate students entering engineering prior to 2021-22. (e) MOTION: To change the prerequisites for EE 271.3 (Materials and Heat Transport in Electrical Engineering) from Prerequisite(s): CHEM 114 and PHYS 155 (taken) to Pre-requisite(s): CHEM 114 and PHYS 155 (taken) to Pre-requisite(s): CHEM 114 and PHYS 155 (taken) to Pre-requisite(s): CHEM 114 and PHYS 155 are retained to accommodate students entering engineering prior to 2021-22. (f) MOTION: To change the prerequisites for EE 216.3 (Probability Statistics and Numerical Methods) from Prerequisite(s) MATH 123 and MATH 124 to Pre-requisite(s) MATH 124 or (MATH 123 and MATH 124 to Pre-requisit		
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Prerequisite(s) MATH 134 or (MATH 123 and MATH	(Probability Statistics and Numerical Methods) from	
-	to	
	-	

RATIONALE: The new requisites are required by the changes to first year. Note that MATH 123 and MATH 124 are retained to accommodate students entering engineering prior to 2021-22. **MOTION:** That the prerequisites for EE 241.3 (Introduction g) to Electric Power Systems) be changed from Prerequisite(s): MATH 123 and MATH 124 and EP 202 Note: Students with credit for EE 212 will not receive credit for this course. to Pre-requisite(s): (MATH 134 or (MATH 123 and MATH 124)) and (GE 153 or EP 202). **RATIONALE:** The new requisites are required by the changes to first year. Note that MATH 123, MATH 124, and EP 202 are retained to accommodate students entering engineering prior to 2021-22. Since EE 212 was last offered in 2011-12, the note is no longer needed. **h) MOTION:** To change the prerequisites for EE 468.3 (Design of a Computer Vision System) from Prerequisite(s): EE 466 and EE 467 to Prerequisite(s): EE 467. **RATIONALE:** The EE 466 prerequisite is redundant since EE 466 is a prerequisite for EE 467. **MOTION:** Change the prerequisites for CME 331.3 i) **Microprocessor Based Embedded Systems from** Prerequisite(s): CMPT 116 or CMPT 141; and EE 232 to Prerequisite(s): (CMPT 214 or CMPT 116 or CMPT 141) and EE 232. **RATIONALE:** The new requisites are required by the changes to first year. Note that CMPT 116 and CMPT 141 are retained to accommodate students entering engineering prior to 2021-22. **MOTION:** Change the prerequisites for CME 341.3 Logic i) **Design Using FPGAs from** Prerequisite(s): CMPT 116 or CMPT 141; and EE 232 to Prerequisite(s): (CMPT 214 (taken) or CMPT 116 or CMPT 141) and EE 232. **RATIONALE:** The new requisites are required by the changes to first year. Note that CMPT 116 and CMPT 141 are retained

	to accommodate students entering engineering prior to 2021- 22.	
	 k) MOTION: Change the prerequisites for CME 332.3 Real Time Computing from Prerequisite(s): (CMPT 115 or CMPT 117 or CMPT 	
	145); CME 331; and CME 341 (taken) to	
	Prerequisite(s): CME 331 and CME 341 (taken).	
	RATIONALE: The new requisites are required by the changes to first year. Note that CMPT 145 is retained to accommodate students entering engineering prior to 2021-22.	
	All consent agenda items approved at once.	
	MOVER: S. Koustov SECONDER: S. Maw Carried	
4	Approval of Prior Minutes – B. Sparling	
a)	MOTION: To approve the minutes from September 9, 2021, as	4a) Minutes from
,	circulated.	<i>September 9, 2021</i> <i>meeting</i>
	MOVER: A. Odeshi	
	SECONDER: S. Maw Carried	
	New Business	
	Engineering Physics (for 2022-23)	
	a) MOTION: To remove CMPT 116.3 from the required course for the EP program.	
	b) MOTION : To remove CMPT 116.3 and CMPT 145.3 from the list of prerequisites.	
	RATIONALE (for motion 5a) and 5b)): The computer class CMPT 116 is taken by all EP students in T1 of the second year. The class is not available anymore. The alternative class can be a second-year Computer Science class, but the EP there was no support for the introduction of this class among EP faculty. There is a lot of computing in Year 1 in the New Engineering program. Once the class is removed, the total required CUs would go down by 3.	
	c) MOTION: To move EP 370.3 class to Year 2 Term 1 (from T1 in Year 3).	
	d) MOTION: To renumber course Heat Kinetic Theory and Thermodynamics from EP 370.3 to EP 270.3.	

RATIONALE (for motion 5c) and 5d)): In the long past, the thermodynamics class EP 370 used to be given in T1 of year 2. Because of overload, it was moved to year 3. The EP program is now overloaded in year 3. Since free the time slot is available now from dropped CMPT 116 class, it can be allocated for the thermodynamics class. The class content has not changed in the past and will not change in EP 270.		
MOVER: S. Koustov SECONDER: S. Maw <i>Carried</i>		
Mechanical Engineering (for 2022-23)		
Mining Option		
e) MOTION: Replace the second-year science elective with GEOL 121.3 Earth Processes.	5e) Mining Option in ME proposal	
f) MOTION: Replace EPIP 401.0, EPIP 402.0 and EPIP 403.0 with ECIP 200.1, ECIP 400.0, ECIP 401.0 and ECIP 402.0.		
g) MOTION: Move the courses in the third-year science electives list in the current mining option to the list of science technical electives in the fourth year for this option.		
 MOTION: Add ME 496.3 (Machine Design II) to the list of Pool B electives for the mining option. 		
RATIONALE (for motion 5e), 5f), 5g) and 5h)): 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 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 second year stream of courses for ME students in the mining option. We also need to remove the third-year science electives in the mining option to keep the total number of credit units the same as for other ME students. The list of required internship courses also needs to be updated since the Engineering Co-op Internship Program (ECIP) has replaced the Engineering Professional Internship Program (EPIP). With these changes, the total number of 4th-year credit units for a student in the mining option will be 37 against 36 for a student not enrolled in the mining option. The extra one credit unit comes from ECIP 200.1, which every student enrolled in the Co-op program must take.		
MOVER: A. Odeshi		

	ECONDER: S. Maw arried	
<u>E</u>	ectrical Engineering (for 2022-23)	
i)	MOTION: To remove CMPT 116.3 (Computing I) from Y2T1 of the EE program.	
	ATIONALE: CMPT 116 is redundant with the new first year ourse CMPT 142.	
j)	MOTION: To add CMPT 214.3 (Programming Principles and Practice) to Y2T1 of the EE program (pending approval from Computer Science).	
sy co le	ATIONALE: Computation is part of nearly all electronic estems today, and our graduates need instruction in computer programming that goes beyond the introductory vel. CMPT 146 satisfies the pre-requisite for CMPT 214 eeeds to be verified).	
Tł	ne following two motions are paired.	
k)	MOTION: To move EE 232.3 (Digital Electronics) from Y2T2 to Y2T1.	
Ŋ	MOTION : To move EE 221.3 (Analog Electronics) from Y2T1 to Y2T2.	
le	ATIONALE (for motion 5k) and 5l)): Students typically have ss difficulty with digital electronics than analog electronics. so, this ordering parallels the signals and systems courses in 2.	
m) MOTION: To change the prerequisites for EE 232.3 (Digital Electronics) from	
	Prerequisite(s): EE 221 to	
	Prerequisite(s): GE 152 or EE 221.	
el No	ATIONALE: GE 152, which introduces the students to ectrical quantities and circuit analysis, is sufficient for EE 232. ote that EE 221 is retained to accommodate students ntering engineering prior to 2021-22.	
n)	MOTION: To change the prerequisites for EE 221.3 (Analog Electronics) from Prerequisite(s) or Corequisite(s): EP 202	
	to	
	Prerequisite(s) or Corequisite(s): GE 153 or EP 202.	

RATIONALE: GE 153, which contains a.c. circuit analysis, is sufficient for EE 221. Note that EP 202 is retained to accommodate students entering engineering prior to 2021-22;	
once EP 202 is removed, GE 153 becomes a pre-requisite.o) MOTION: To remove EE 444.3 (In the Power and Energy	
Stream) from the EE program beginning 2022-2023.	
RATIONALE: Since renewable energy such as wind & solar PVs will be a significant source of electricity in the future, EE 444 which covers topics on conventional generators and motors, is being replaced by a new EE 448 renewable energy course.	
p) MOTION: To move EE 442.3 (In the Power and Energy Stream) from Term 2 to Term 1 beginning 2022-2023.	
RATIONALE: EE 442 covers broader topics related to power system operation, control and protection. Because it covers broader topics it is appropriate to move it to Term 1.	
q) MOTION: To create EE 448.3 (Renewable Energy and Power Systems) and inserted into the Power and Energy Stream of the EE program beginning the second/winter term of 2022-2023.	5q) Course creation form and Course outline for EE 448
RATIONALE: Since renewable energy such as wind & solar PVs will be a significant source of electricity in the future, EE 448 renewable energy course is being added to the power & energy stream.	
r) Motion: Moved that EE 441.3 be made a pre- requisite for EE 448.3.	
MOVER: E. Salt SECONDER: S. Koustov	
Is the content of EE444 still needed? Will it be moved to some other course? <i>To be verified within the program.</i>	
Carried.	
<u>Computer Engineering (for 2022-23)</u>	
s) MOTION: Delete CMPT 141.3 Introduction to Computer Science from the first term of second year of the CME program starting in 2022-2023.	

RATIONALE: CMPT 141.3 is redundant with the new first year course CMPT 142. The change aligns with other changes in the CME program due to the changes in the first year.	
t) MOTION: Add course CMPT 270.3 Developing Object- Oriented Systems in the first term of second year of the CME program starting in 2022-2023.	
RATIONALE: New revised program due to the changes in new first year. CMPT 146 and MATH 134 satisfy the prerequisites for CMPT 270.3 (verified with Computer Science).	
u) MOTION: Delete CMPT 145.3 Principles of Computer Science from the second term of second year of the CME program starting in 2022-2023.	
RATIONALE: CMPT 145.3 is redundant with the new first year course CMPT 146. The change aligns with other changes in the CME program due to the changes in the first year.	
v) MOTION: Add course CMPT 280.3 Data Structures & Algorithms in the second term of second year of the CME program starting in 2022-2023.	
RATIONALE: New revised program due to the changes in new first year. CMPT 270.3 satisfies the prerequisite for CMPT 280.3.	
w) MOTION: Delete EP 202.3 Electric and Magnetic Fields and Circuits from the first term of second year of the CME program starting in 2022-2023.	
RATIONALE: The materials in EP 202 have been effectively integrated or replaced into new first year curriculum. EP 202 is 100% ES (Engineering Science). By deleting this course, the AU count in CME program will not be affected (only lose 45 ES counts).	
x) MOTION: Add course CMPT 214.3 Programming Principles and Practice in the first term of second year of the CME program starting in 2022-2023.	
RATIONALE: New revised program due to the changes in new first year. CMPT 146 satisfies the prerequisite for CMPT 214 (verified with Computer Science).	
The following two motions are paired.	
y) MOTION: Move EE 232.3 Digital Electronics to the first term of second year from the second term of second year starting in 2022-23.	

z) MOTION: Move EE 221.3 Analog Electronics to the second term of second year from the first term of second year starting in 2022-23.	
RATIONALE (for motion 5y) and 5z)): Students typically have less difficulty with digital electronics than analog electronics. Also, this ordering parallels the signals and systems courses in year 2.	
aa) MOTION: Delete CMPT 214.3 Programming Principles and Practice from the first term of third year of the CME program starting in 2022-2023.	
RATIONALE: CMPT 214 has been moved to second year from 2022-23.	
ab) MOTION: Move RCM 200.3 Effective Professional Communication to first term of third year from second term of third year starting in 2022-2023.	
RATIONALE: To make room for a required course CMPT 332, which will be offered in second term only.	
cc) MOTION: Add CMPT 332.3 Operating Systems Concepts in the second term of third year of CME program starting in 2022-2023.	
RATIONALE: CMPT 332 teaches fundamental concepts of operating systems and will become a core course in the CME program. CMPT 280 and CME 331 satisfy as the prerequisites for CMPT 332. We have received confirmation from Computer Science that a new section of CMPT 332 will be offered in Winter 2024 and 2025 terms. Future offerings will depend on course outcomes and enrolments.	
The following motions will apply to the <u>Software Focus</u> <u>Area only</u> of CME program.	
ad) MOTION: To delete CMPT 270.3 Developing Object- Oriented Systems from the first term of third year of the CME program (Software Focus Area) starting in 2022-2023.	5dd) CME Program revisions
RATIONALE: CMPT 270 has been moved to second year from 2022-23.	
ae) MOTION: To delete CMPT 280.3 Data Structures & Algorithms from the second term of third year of the CME program (Software Focus Area) starting in 2022-2023.	

RATIONALE: CMPT 280 has been moved to second year from 2022-23.	
2022-23.	
af) MOTION: To delete all courses (CMPT 332, CMPT 370,	
CMPT 350, CMPT 432, CMPT 434, CMPT 436 and CMPT 470) from the fourth year of the Software Focus Area of	
CME program starting in 2022-2023.	
RATIONALE: These courses have been reorganized in the	
revised program (Software Focus Area only in CME).	
gg) MOTION: Add CMPT 370.3 Intermediate Software	
Engineering in the first term of third year in Software	
Focus Area of CME program starting in 2022-2023.	
RATIONALE: New revised program due to the changes in new	
first year. CMPT 280 satisfies as the prerequisites for CMPT	
370.	
ah) MOTION: Add the following courses in the list of electives	
in third year (in first or second term, depending on the	
offering) in Software Focus Area of CME program starting in 2022-2023.	
III 2022-2023. CMPT 318.3 Data Analytics	
CMPT 353.3 Full Stack Web Programming	
CMPT 381.3 Implementation of Graphical User	
Interfaces Students will shoose only one (2 and its) from the list	
Students will choose only one (3 credits) from the list .	
RATIONALE: New revised program due to the changes in new	
first year. CMPT 318 is a new course starting in 2022-23	
(confirmation received from Computer Science). CMPT 270 and EE216 satisfy as the prerequisites for CMPT 318. CMPT	
280 satisfies as the prerequisites for CMPT 353. CMPT 270	
satisfies as the prerequisites for CMPT 381.	
This list of elective courses will offer the students with a choice	
to pick one from two pathways, depending on their course load and career choice. One pathway leads to conventional	
topics in Computer Engineering like, Operating systems,	
Programming, Networks and Security. Another pathway leads	
to practical applications in Computer Engineering like, Machine leaving, Image processing, Deep leaving, Human	
Machine leaning, Image processing, Deep learning, Human computer interaction, etc.	
These courses are not term specific (i.e. offered in Term 1 or	
Term 2). Therefore, students can take them whenever the	
courses become available (so they will be listed as Term 1 or Term 2).	
101m <i>2</i> j.	
ai) MOTION: Add the following courses in the list of electives	
in fourth year (in first or second term, depending on the	

offering) in Software Focus Area of CME program starting in 2022-2023.	
CMPT 423.3 Machine Learning	
CMPT 436.3 Mobile and Cloud Computing	
CMPT 481.3 Human Computer Interaction	
-	
CMPT 487.3 Image Processing and Computer Vision	
CMPT 489.3 Deep Learning	
CMPT 432.3 Advanced Operating Systems Concepts	
CMPT 434.3 Computer Networks	
CMPT 438.3 Introduction to Computer Security	
CMPT 470.3 Advanced Software Engineering	
Students will choose any two courses (6 credits) from	
the list.	
RATIONALE: New revised program due to the changes in new	
first year. CMPT 318 and EE216 satisfy as the prerequisites for	
CMPT 423. CMPT 332 or CMPT 370 satisfy as the prerequisites	
for CMPT 436. CMPT 370 or CMPT 381 satisfy as the	
prerequisites for CMPT 481. EE 216 and CMPT 318 satisfy as	
prerequisites for CMPT 487. EE 216 and CMPT 318 satisfy as	
prerequisites for CMPT 489. CMPT 332 satisfies as	
prerequisites for CMPT 432 and CMPT 434. CMPT 332 and	
CMPT 434 satisfy as prerequisites for CMPT 438. CMPT 214	
and CMPT 370 satisfy as prerequisites for CMPT 470.	
This list of courses will offer the students with a choice to pick	
one from two pathways, depending on their course load and	
career choice. One pathway leads to conventional topics in	
Computer Engineering like, Operating systems, Programming,	
Networks and Security. Another pathway leads to practical	
applications in Computer Engineering like, Machine leaning,	
Image processing, Deep learning, Human computer	
interaction, etc.	
These courses are not term specific (i.e. offered in Term 1 or	
Term 2). Therefore, students can take them whenever the	
courses become available (so they will be listed as Term 1 or	
Term 2).	
jj) MOTION: To create new course CME 465.3 Embedded	5jj) Course creation
Machine Learning in the first term of fourth year in the	form and Course
Č V	outline for CME
Software Focus Area of CME program starting in 2022-	465.3
2023.	400.0
RATIONALE: Due the evolution in artificial intelligence,	
machine learning (ML) algorithms are being applied in many	
applications these days. Conventional ML courses teach	
fundamental algorithms and software implementation of ML.	
However, many applications will require efficient hardware	
deployment of ML algorithms. This course will focus on	
efficient hardware implementation ML algorithms which will	
be unique to Computer Engineering program. Students from	
Computer Science may also enroll in this course. A new course	

proposal is attached. The first offering will take place in Fall 2024.	
MOVER: K. Wahid SECONDER: S. Koustov	
Have RCM 200 move been discussed with SoPD? SoPD needs to be aware of such changes so they can plan accordingly and have appropriate number of sections in each term. <i>Program will reach out to SoPD</i> .	
Are all these changes going to impact the schedule, i.e. will all the newly added courses going to create scheduling conflicts? They should not, as these are all existing courses, and many of them can be taken in either tem; but this will be checked.	
Will new CME 465 require new/additional resources? <i>No, it will be taught by current faculty (F. Bui) as it is matches their expertise, and this faculty will no longer teach a first year course, so will have time to take this course on.</i>	
Carried.	
Chamical Engine aring (for 9092, 94) Proposal manual to	
<u>Chemical Engineering (for 2023-24)- Proposal moved to</u>	
meeting in November 2021, due to change in the	
implementation year.	
Bioprocessing Option	
ak) MOTION: To replace Biochemical Option with newly	
created Bioprocessing Option starting in the 2023-	
2024 academic year. The six courses (18 cu) required for	5kk) Bioprocessing
a student to receive the Bioprocessing Option are: CHE	Option in CHE
260.3, CHE 454.3, CHE 461.3, CHE 462.3, CHE 463.3 and	proposal
СНЕ 468.3.	
al) MOTION : To develop and offer a new course CHE	
260.3 (Introduction to Biomaterials). To be offered in	
Term 2, and added to the Group A Elective list.	
mm) MOTION : To modify the existing course CHE 461.3	
(Biochemical Engineering). To be offered in Term 2,	
and remain in the Group B Elective list.	
and remain in the droup b Elective list.	
an) MOTION : To develop and offer a new course CHE	
462.3 Biomaterial Processing. To be offered in Term	
2, and added to the Group B Elective list.	
., and added to the droup a mostly of hot	

	ao) MOTION : To develop and offer a new course CHE 463.3 Bioprocess Industries and Bioproducts. To be offered in Term 1, and added to the Group B Elective list.	
]	 pp) MOTION 6: To develop and offer a new course CHE 468.3 Downstream Processing. To be offered in Term 2, and added to the Group B Elective list. 	
	RATIONALE (for items 5 kk) to 5pp): 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 202305. Students who are currently enrolled in Biochemical Option will be able to complete the option or switch to Bioprocessing Option.	
6 I	Discussion	
a) A i l	Accreditation meetings- Curriculum Committees This meeting should take place on November 2, 2021 instead of meeting with the research faculty. The purpose is to see how the CC fit into CI process, how to motions are moved through departments, Colleges, and	
]	beyond. Updated version of the schedule will be shared with the PALs by the end of this week (week of October 11, 2021).	
	Next Meeting	
1		
	Our next meeting is scheduled for November 8, 2021.	
	Our next meeting is scheduled for N ovember 8, 2021. Meeting Adjourned – B. Sparling	



UNDERGRADUATE ACADEMIC PROGRAMS COMMITTEE MEETING AGENDA November 8, 2021 10:30 – 12 p.m. 2A15 ENGR BLDG

CHAIR:B. SparlingPRESENT:C. Niu, K. Mazurek, D. Milne, E. Salt, K. Wahid, A. Odeshi, S. Koustov, S. Maw, D. Gaudet,
W. HelagsonREGRETS:A. PajicGUEST:O. Baik, B. Urquart, C. TateSECRETARY:M. Wonsiak

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	Introductions – B. Sparling	
2	Approval of Agenda – B. SparlingMOTION: To approve the agenda of November 8, 2021 as circulated.Moved: S. KoustovSeconded: D. Milne	
	Carried :	
3	Approval of Consent Agenda – B. SparlingMotion: To approve all the items in the consent agenda:	
	Moved: S. Maw Seconded: C. Niu Carried	
4	Approval of Prior Minutes – B. Sparling	
	MOTION: To approve the minutes of October 12, 2021 as circulated. Moved: S. Koustov Seconded: A. Odeshi Carried	
5	New Business	
a.	 Civil Engineering for 2022-23 a) MOTION: To change the prerequisites for CE 271.2 (will be 171.2) Spring Surveying Camp from (CE) 201 or CE 202) to (GE 133 Engineering Communication II or CE 201 or CE 202 or ENVE 201). The 	



change will be included in the new Catalogue (starting in 202205), but should take effect immediately (to accommodate current first year students).

Moved: K. Mazurek Seconded: D. Milne

Carried

b) **MOTION:** To change Senior Humanities or Social Science elective in Term 2 of Third year of the CE Program to a "Humanities or Social Science elective".

Moved: K. Mazurek Seconded: D. Milne

Carried

c) MOTION: To change the prerequisites for CE 295.3 Design Project from CE 202 and CE 212 and pre-or co- requisites of GE 213, GEOE 218 and RCM 200 to CE 202 and CE 212 and pre- or co- requisites of (CE 213 or GE 213), GEOE 218 and RCM 200 for the year 2022-2023.

Moved: K. Mazurek Seconded: W. Helgason

Carried

d) **MOTION:** To change the prerequisites for CE 317.3 Structural Analysis from GE 213 Mechanics of Materials to CE 213 Mechanics of Materials for the 2023-2024 academic year.

Moved: K. Mazurek Seconded: W. Helgason

Carried

e) MOTION: To change the prerequisites for CE 318.3 Applied Engineering Mathematics from CMPT 142 (taken), CE 225 (taken), GE 213 (taken), and MATH 224 (taken) to CMPT 142 (taken), CE 225 (taken), CE 213 (taken), and MATH 224 (taken) to take into effect for the 2023-2024 academic year.

Moved: K. Mazurek Seconded: W. Helgason

Carried



f) MOTION: To change the prerequisites for CE 328.3 Fundamentals of Soil Mechanics from GEOE 218, CE 225 (taken), and GE 213 (taken) to GEOE 218, CE 225 (taken), and CE 213 (taken) to take into effect for the 2023-2024 academic year.

Moved: K. Mazurek Seconded: W. Helgason

Carried

Environmental Engineering

g) MOTION: For GE 213 to be replaced with CE 213 in the ENVE second year starting in 2022-2023.

Moved: W. Helgason Seconded: D. Milne

Carried

h) MOTION: To change the Prerequisite(s) or Corequisite(s) for ENVE 201.3 Principles of Environmental Engineering from EN First Year Common Core and (BIOL 120 and CHEM 115) or (BIOL 120 and GEOL 121 or (CHEM 115 and GEOL 121) or EN Two Year Common Core to Prerequisite EN First Year Common Core or EN Two Year Common Core and to add restriction to ENVE students. "Approval of department" restriction to be used for non ENVE students. The change is to take into effect for 2022-2023.

Moved: W. Helgason Seconded: S. Koustov

Carried

Geological Engineering

i) MOTION: For GE 213 to be replaced with CE 213 in the GEOE second year starting in 2022-2023.

Moved: D. Milne Seconded: A. Odeshi

Carried

Engineering Physics

j) MOTION: To move EE 232.3 (Digital Electronics) from Y2T2 to Y2T1.

Moved: S. Koustov

3 of 8



Seconded: A. Odeshi

Carried

k) MOTION: To move EE 221.3 (Analog Electronics) from Y2T1 to Y2T2.

Moved: S. Koustov Seconded: A. Odeshi

Carried

Bioprocessing Option

I) MOTION: To replace Biochemical Option with newly created Bioprocessing Option starting in the 20222023 academic year. The six courses (18 CUs) required for a student to receive the Bioprocessing Option are: CHE 260.3, CHE 454.3, CHE 461.3, CHE 462.3, CHE 463.3 and CHE 468.3.

Moved: C. Niu Seconded: W. Helgason

Carried 1 voted against (DM) this is for motions l - q

m) MOTION: To develop and offer a new course CHE 260.3 (Introduction to Biomaterials). To be offered in Term 2, and added to the Group A Elective list.

Moved C. :Niu Seconded: W. Helgason

Carried 1 voted against

MOTION: To modify the existing course CHE 461.3 (Biochemical Engineering). To be offered in Term 2, and remain in the Group B Elective list.

Moved: C. Niu Seconded: W. Helgason

Carried 1 voted against

o) MOTION: To develop and offer a new course CHE 462.3 Biomaterial Processing. To be offered in Term 2, and added to the Group B Elective list.



Moved: C. Niu Seconded: W. Helgason

Carried 1 voted against

p) MOTION: To develop and offer a new course CHE 463.3 Bioprocess Industries and Bioproducts. To be offered in Term 1, and added to the Group B Elective list.

Moved: C. Niu Seconded: W. Helgason

Carried 1 voted against

q) MOTION: To develop and offer a new course CHE 468.3 Downstream Processing. To be offered in Term 2, and added to the Group B Elective list.

Moved: C. Niu Seconded: W. Helgason

Carried 1 voted against

L-q) Discussion was raised about having the resources and staff available to add the new Bioprocessing option. Dr. Baik assured the committee that it is possible with 7 – 8 faculty members as well as the potential of hiring another faculty member to do more teaching. This will be determined at a later date. It was mentioned that with the removal of the petroleum options, the teaching load will be redistributed. Discussion was had about having 5 classes instead of 6 for this option as per University standards. Because of the government and Dean Kresta's desire to have this option readily available the Chemical Engineering department will go forward with 6 instead of redesigning the classes. Decision was made to **amend the motion** by removing the 800 classes as this committee does not determine graduate programs.

EPIP

r) MOTION: To delete Engineering Professional Internship Program effective 202205

Moved: A. Odeshi Seconded: S. Koustov

Carried



s) **MOTION:** To delete four existing courses (EPIP 401.0, EPIP 402.0, EPIP 403.0, EPIP 404.0), effective 202205.

Moved: A. Odeshi Seconded: S. Koustov

Carried

t) **MOTION:** To delete the Certificate in Professional Communication effective 202205.

Moved: S. Maw Seconded: S. Koustov

Carried

u) MOTION: To create the Certificate in Professional Communication-Persuasive Communication

Moved: S. Maw Seconded: S. Koustov

Carried

v) MOTION: To create the Certificate in Professional Communication-Leadership and Negotiation.

Moved: S. Maw Seconded: S. Koustov

Carried

w) MOTION: To create the Certificate in Professional Communication-Technical and Professional Writing

Moved: S. Maw Seconded: S. Koustov

Carried

x) MOTION: 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 18 credit units of completed coursework.



The question of if these three new certificates would be recognized at convocation was raised. Burton Urquart will look into this with the Registrar's office.

Moved: S. Maw Seconded: S. Koustov

TIC

y) MOTION: To delete the Required Course COMM 346.3 Technology Commercialization from Technological Innovation Certificate (TIC), effective 2022-2023.

Moved: S. Maw Seconded: A. Odeshi

Carried

z) MOTION: To decrease the number of required courses credit units in TIC from 20 to 17.

Moved: S. Maw Seconded: A. Odeshi

Carried

aa) MOTION: To decrease the number of total required credit units in TIC from 29 to 26.

Moved: S. Maw Seconded: A. Odeshi

Carried

ab) MOTION: Add COMM 341.3 Entrepreneurial Thinking and Innovation as an elective for Tech Innovation Certificate, effective 2022-2023

Moved: S. Maw Seconded A. Odeshi

Carried

6 Discussion:

 7
 Next meeting - B. Sparling

 Our next meeting is scheduled for December 6, 2021.

11:35 а.т.

Appendix C– Recent Enrollment Numbers

Academic Year Headcount

Program: Bachelor of Sc Engineering

Major: Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics,

Environmental Engineering, Geological Engineering, Mechanical Engineering, Undeclared

Year In Program: All

				Reporting Year				
Reporting Level	Major	Year In Program	2016/201 7	2017/201 8	2018/201 9	2019/202 0	2020/202 1	
Undergraduat	Chemical	2nd Year	78	46	48	37	42	
e	Engineering	3rd Year	44	62	38	47	3	
		4th Year	79	63	57	64	4	
		Chemical Engineering Total	201	171	143	148	12	
	Civil	1st Year						
	Engineering	2nd Year	90	82	74	66	6	
		3rd Year	79	91	90	85	7	
		4th Year	60	67	69	76	8	
		Civil Engineering Total	229	240	233	227	22	
	Computer	2nd Year	16	33	27	56	5	
	Engineering	3rd Year	33	15	31	21	4	
		4th Year	14	28	14	22	3	
		Computer Engineering Total	63	76	72	99	13	
	Electrical Engineering	2nd Year	77	54	50	44	4	
		3rd Year	33	57	47	53	4	
		4th Year	25	28	55	52	6	
		Electrical Engineering Total	135	139	152	149	14	
	Engineering Physics	2nd Year	25	29	20	23	1	
		3rd Year	19	21	25	25	1	
		4th Year	17	21	24	20	3	
		Engineering Physics Total	61	71	69	68	6	
	Environmenta I Engineering	2nd Year	21	10	16	14	1	
		3rd Year	12	22	11	12	1	
		4th Year	12	11	14	16	1	
		Environmenta I Engineering Total	45	43	41	42	4	
		2nd Year	29	12	13	14	1	

		3rd Year	26	26	18	12	8
	Geological	4th Year	20	21	13	16	14
	Engineering	Geological Engineering Total	75	59	44	42	37
	Mechanical	2nd Year	96	98	90	96	96
	Engineering	3rd Year	93	9 5	88	81	93
		4th Year	84	92	84	89	99
	Mechanical Engineering Total	273	285	262	266	288	
	Undeclared	1st Year	423	435	486	444	466
		2nd Year				2	2
	Undeclared Total	423	435	486	446	468	
	Undergraduate Total		1,505	1,519	1,502	1,487	1,520
Grand Total			1,505	1,519	1,502	1,487	1,520

Source: University of Saskatchewan Data Warehouse. Data as of Monday, July 19, 2021 Produced by Information and Communications Technology - Reporting and Data Systems.

Information and Communications Technology - Reporting and Data Systems 244 Research Annex, 105 Maintenance Rd. Phone: (306) 966-4885, Fax: (306) 966-8822 Saskatoon, SK Canada S7N 5C5 Contact ICT-R&DS | Disclaimer | © U of S 1994 - 2021

2021 Fall Term Daily Enrolment Trend

New, First Time, Direct Entry Undergraduate					
	19 Jul				
Major College	2020/21	2021/22	Diff	% Diff	
Agriculture and Bioresources	258	266	8	3.1%	
Arts and Science	1,564	1,660	96	6.1%	
Education	233	247	14	6.0%	
Edwards School of Business	402	376	(26)	-6.5%	
Engineering	314	419	105	33.4%	
Kinesiology	159	173	14	8.8%	
Medicine		1	1		

https://uviewweb.usask.ca/ReportServer/Pages/ReportViewer.aspx?%2fStudent%2fEnrolment%2fDaily+Trend%2fS TEN-1550+Daily+Enrolment+Trend+(Fall+Term)&rs:Command=Render Appendix D - New Course Proposals and Course Outlines

CE 213.3 CME 465.3 EE 448.3

CE 213.3 Mechanics of Materials



College of Engineering Winter 2023

Instructor:	L.R. Feldman ENG 3B40					
	Phone: 966-5774					
	Email: <u>lisa.feldman@usask.ca</u>					
	Linun, <u>insurreruntur e usustiku</u>					
Lectures:	MWF 10:30am-11:20pm	ТВА				
Lab Lecture:	T 11:30-12:50	TBA				
Practicum Lab:	T/W/Th 2:30 – 3:50pm or 4:00 – 5:	20 pm <mark>TBA</mark>				
Website:	Please refer to the course website on					
	PAWS/Blackboard					
Textbook:		ccess), 7th edition, by F.P. Beer, E.R. Johnston, Jr., J.T.				
	DeWolf, D.F. Mazurek, McGraw Hill, 2015, IS	BN 978-1-259-27998-1.				
	Course notes to be posted on the class web	Course notes to be posted on the class web site or circulated via e-mail				
	- It is the student's responsibility to have these notes available prior to the appropriate lecture					
	Students may be required to bring a laptop computer to some practicum laboratory periods					
Assessment:	Midterm Examination*	15 or 20%				
	Final Examination*	55 or 60%				
	Assignments	10%				
	Laboratory	15%				
	*A 5% 'adjustment' will be used between the midterm and final exams (i.e. the best grade give					
	more weight!). The total value of the midterm and final exams combined will be 75%.					
Prerequisites:	GE123 – Engineering Mechanics II					
						
Corequisites:						
• None						

Description:

Building upon the concepts introduced in the courses in statics and dynamics and the properties of engineering materials, this course extends equilibrium analysis to deformable bodies. Emphasis is placed on understanding and applying the three fundamental concepts of solid mechanics – equilibrium, constitutive relationships, and geometry of deformation (compatibility). The fundamentals are introduced and reinforced in the context of specific behaviors, including axial tension and compression, pure bending, bending in combination with shear, and torsion of circular shafts. Transformation of stress in two dimensions is introduced.

Detailed Course Outline:

Торіс		Approximate Lecture Hours
1.	INTRODUCTION: FORCES AND THE CONCEPT OF STRESS	
•	Statics: Short review	
•	Stress in structural members	
•	Axial loading: Normal stress	4
•	Shearing stress: Single or double shear	
•	Application to simple structures	
•	3-D stress components	
2.	STRESS AND STRAIN UNDER AXIAL LOADING	
•	Normal stress under axial load	
•	Stress-strain behavior: ductile versus brittle	
•	Hooke's Law: Modulus of Elasticity	5
٠	Axial deformations: Statically determinate and indeterminate	
•	Stress and strain due to temperature changes	
•	Multi-axial stress & Poisson's ratio	
3.	TORSION OF CIRCULAR SHAFTS	
•	Torsional stresses in circular shafts	
•	Elastic stresses	
•	Angle of twist in the elastic range	5
•	Torsion of noncircular shafts (brief introduction)	
•	Shear flow in thin-walled sections (brief introduction)	
4.	PURE BENDING	
•	Introduction and definitions: prismatic, symmetric members	
•	Stresses and deformations in the elastic range: flexural formula and	
	curvature	7
•	Biaxial stresses in composite shapes	
•	Biaxial bending	
•	Normal stresses due to eccentric and axial loading	
5.	TRANSVERSE LOADING ON BEAMS: COMBINED FLEXURE AND SHEAR	
•	Moment and shear in beams – equilibrium approach	
•	Shear and moment diagrams	
•	Role of shear stresses and shear flow	6
•	Horizontal shear formula	
•	Shear in built-up beams: fasteners, etc.	
6.	2-D TRANSFORMATION OF STRESS	
•	3d General state of stress	
•	Stresses on an oblique plane	
•	Please stress conditions:	7
	• Transformation of stresses using equilibrium equations	
	• Principal normal stresses and maximum shear stress	
	• Mohr's circle for the transformation of plane stress	
7.	BUCKLING OF COLUMNS	
•	Stability of structural members	
•	Critical buckling strength: Euler's formula for pin-ended columns	2
•	Extension of Euler's formula to other support conditions	

Assignments:

- There will be up to ten problem assignments throughout the term. One assignment will be forgiven (i.e. missed, late, poor performance, etc.). Students should note that completion of the assignments is key to success in the course.
- All work submitted by a student for academic credit must be the student's own individual work. Copying of assignments is considered academic dishonesty.
- Online assignments using Connect will generally replace more traditional assignments.
- Guidelines for assignments requiring manual submission are as follows:
 - Assignments are to be submitted into the designated slot in Room 1C01 by 4:30 pm on the specific due date. No late assignments will be accepted.
 - Assignments are to be submitted on engineering calculation paper (or graph paper with an appropriate title block and margins added) with all work clearly and neatly documented.
 - Solutions must be presented in the same units (i.e. SI or Imperial units) as presented in the question statement.
 - Assignments must include a cover page.
 - Only select questions on such assignments will be graded.
 - Assignments submitted that do not follow this format will automatically receive a grade of zero.
 - Assignment solutions will be posted on the course web page following the due date.
- Problems will be representative of typical expectations for exam questions.

Laboratory:

This class is divided into 2 laboratory lecture sessions (P0x) and four practicum laboratory sessions (L0x). Students assigned to any given laboratory practicum laboratory section must also be assigned to the laboratory lecture session that takes place earlier that same week. Each laboratory lecture session and each practicum laboratory session meets every second week. Because of the need to share laboratory equipment, every attempt has been made to have equal and reasonable section sizes. Attendance at both the laboratory lecture and the practicum laboratory session that the student has been assigned to is mandatory.

All labs must be completed and submitted to pass the course. Failure to complete any of the labs will result in a failing grade (< 50%) for the course along with the grade comment of INF (Incomplete Failure). Laboratory reports for selected topics are to be submitted in the designated slot in Room ENG 1C01 by 4:30 pm on the specified due date. With the exception of Laboratory #1 (Statics Review) which is a problem lab and is to be done in teams of two students, laboratory work will be completed in groups of up to four students. All students in a given laboratory group must have attended the same practicum laboratory session and collected the same data from a single laboratory test setup. Refer to the course website for formal laboratory report formatting instructions. Late laboratory reports or laboratory reports submitted in groups of more than four students will be assigned a grade of zero.

There is a possibility that practicum laboratory sessions may run long, and so outside of the scheduled laboratory time, due to the nature of the work involved. Please plan accordingly so that this can be accommodated if needed.

Laboratory Lecture:

Laboratory Instructor:	TBA
Time:	Tuesday, 11:30 am – 12:50 pm on alternate weeks.
Location:	TBA
Sections:	Two sections, meeting on alternate weeks.

Laboratory Lecture Topics & Dates:

I ab anatom I actume Decemention	Date			
Laboratory Lecture Description	Section P01	Section PO2		
Statics Review	TBA	TBA		
Statically Indeterminate Systems	TBA	TBA		
Torsion	TBA	TBA		
Beam Bending	TBA	TBA		
Columns	TBA	TBA		

Practicum Laboratory Sessions (Location: 1C01 Engineering Building): Week 1:

	L01	LO3	LO5
Laboratory	Wednesday	Thursday	Tuesday
Day and	(Week 1)	(Week 1)	(Week 1)
Time	<mark>2:30 – 3:50</mark>	<mark>2:30 – 3:50</mark>	<mark>4:00 – 5:20</mark>
	pm	<mark>pm</mark>	<mark>pm</mark>
Statics	TBA	TBA	TBA
Review			
Ind.	TBA	TBA	TBA
Systems			
Torsion	TBA	TBA	TBA
Beam	TBA	TBA	TBA
Bending			
Columns	TBA	TBA	TBA

Week 2:

	L04
Laboratory	<mark>Wednesday</mark>
Day and	(Week 2)
Time	<mark>2:30 – 3:50</mark>
	<mark>pm</mark>
Statics	TBA
Review	
Ind.	TBA
Systems	
Torsion	TBA
Beam	TBA
Bending	
Columns	TBA

Exams:

Midterm Exam: TBA

Examination Policies:

• Students must pass at least one of the midterm or the final examination to receive a passing grade (≥ 50%) in this course. If the student fails both the midterm and the final examinations, the final mark will be based on:

Midterm Examination	30%
Final Examination	70 %

Assignment and laboratory marks will not be counted.

- All examinations are closed book. No reference material, including, but not limited to: notes, solved examples, or any other material, is permitted.
- The use of electronic devices, including calculators with document storage and/or communication capabilities, is prohibited during exams.
- An equation sheet will be provided for both the midterm and final examinations.
- Alternate times to write midterm examinations will not be considered except in the case of illness or a conflict with other university related activities.
- If a student cannot write the midterm examination due to a scheduling conflict with universityrelated activities, the student must contact the instructor at least three weeks prior to the scheduled exam to arrange an alternate exam time. Students writing the midterm examination at an alternate time must agree not to discuss or in any way disclose the nature or contents of the exam should the student write the exam before his/her classmates nor to discuss or obtain information about the exam should the student write the exam after his/her classmates. Such students must also complete the "Affidavit Regarding the Rearrangement of Midterm Exam Time" in advance of writing the examination. Failure to adhere to these regulations could result in disciplinary action as with any other type of cheating on examinations.
- If a student cannot write the midterm examination at the scheduled time due to illness or extraordinary circumstance, the student must contact the instructor either before or immediately following (within 3 days) the scheduled exam to explain the absence. In return for a request to write the midterm examination at an alternate time being arranged, the student must agree not to discuss or in any way disclose the nature of contents of the said examination should the student write before his/her classmates nor to discuss or obtain information about the examination should the student write after his/her classmates. The student must also complete the "Affidavit Regarding the Rearrangement of Midterm Exam Time" in advance of writing the examination. Failure to adhere to these regulations could result in disciplinary action as with any other type of cheating on examinations.
- Students that cannot write the midterm examination due to illness must complete the Student Declaration of Absence form available at the Engineering Student Centre or on the University website.
- If a student cannot write the midterm examination due to illness or extraordinary circumstance and does not inform the instructor within 3 days of the exam, a grade of "0" will be assigned.
- 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 (AES) must do so in accordance with AES procedures and deadlines.

Academic Dishonesty and Academic Appeals:

Academic dishonesty will not be tolerated in this class. Work on all assignments, labs, and exams must be independent and follow the guidelines set out in this syllabus or agreed to within class. Any confirmed misconduct will result in an assigned grade of "0" for the item being considered and a possible academic misconduct action being filed. For more information on what constitutes academic misconduct please consult the University Council document on academic misconduct (www.usask.ca/honesty).

For information regarding appeals of a final grade or other academic matters, please consult the University Council document on academic appeals (<u>www.usask.ca/honesty</u>).

Important Dates:

TBA	First day of classes.
TBA	Last day for making changes in registration for second-term courses.
TBA	Family Day – University closed
TBA1 to TBA2	Winter Mid-Term Break – No classes
TBA	MIDTERM EXAM (6:30 – 8:30pm)
TBA	Last day to withdraw from Term 2 classes.
TBA	Last day of classes.
<mark>TBA</mark>	Good Friday – University closed

English:

Students are expected to be able to communicate in spoken and written English. "Developing and practicing communication skills is an essential experience requirement." – Experience Guideline 2 (Updated May 2009), Components of an Acceptable Engineering Work Experience, APEGS.

Students may be penalized up to 10% of the marks on all assignments, laboratories, tests, and examinations for the improper use of English. Additionally, poorly written work with the exception of final exams may be returned without grading. If resubmission of the work is permitted, it may be graded with marks deducted for poor English and/or late submission.

Conduct:

The Instructor will practice fairness in all aspects of the course, and will make every reasonable effort to create a positive, professional, and enjoyable learning environment. The Instructor will endeavor to deliver all lectures on time, to have graded material returned in a timely manner, and to be clear in all course-related expectations. In return, the same manner of conduct is expected from the students. Some points to consider:

- Students are expected to be on time for all lectures and lab sessions. Arriving late creates a disturbance that is not appropriate.
- Cell phones are to be turned off during lectures and lab sessions.
- Use of computers, electronic notebooks, and similar devices during lectures and labs is limited to matters that pertain to the course.

Recording of Class and Laboratory Lectures:

Students are not permitted to record classroom or laboratory lectures without express written permission of the instructor unless allowed to do so by AES. Copyright of class materials is held by the instructor.

Consultation:

Students are encouraged to discuss problems with their instructor at the end of the lecture, or during the instructor's scheduled weekly office hours for this course. Other individual consultation may be arranged by appointment.

Sickness or Other Problems:

Students should immediately consult with the instructor or Associate Dean Academic if they have any problems that could affect their performance in this course. Where appropriate, the problems should be documented. The student should seek advice from the instructor or Associate Dean Academic regarding how best to deal with the problem. Failure to notify the instructor or Associate Dean Academic immediately (or as soon as possible thereafter) will have a negative effect on any appeal.

Notice:

Students are responsible for regularly checking their e-mail, and the course web site. It is also the responsibility of the students to be aware of any announcements made in the course and laboratory lectures.

Learning Outcomes:

- 1. Students should be able to perform a static analysis of a two-dimensional, statically determinate beam, truss or frame structure on an assignment or exam using the basic principles of static equilibrium. In order to do this, students should be able to perform the following tasks:
 - a. Identify appropriate support and member connection conditions based on physical considerations;
 - b. Draw complete free-body diagrams of structural assemblies and components;
 - c. Determine support reactions and member connection forces; and
 - d. Determine resultant internal axial forces, shear forces and bending moments at specified locations on selected structural members.
- 2. Understand and calculate normal, shear, and bearing stresses due to axial loading.
- 3. Calculate stresses for statically indeterminate problems using axial deformation relationships.
- 4. Calculate stress and strain due to temperature changes.
- 5. Determine torque, shearing stress, angle of twist in the elastic range, and deformation in circular shafts.
- 6. Students should be able to describe internal shear and bending moment distributions in flexural members.
- 7. Evaluate flexural members based upon bending stress, transverse shear, and (time permitting) beam deflections. Students should also be capable of calculating the effects of biaxial bending in flexural members and be able to analyze built-up beams including fastening methods.
- 8. Students should be able to calculate total stress for eccentric loading.
- 9. Students should be able to perform two-dimensional transformation of stresses both using equilibrium equations and using Mohr's circle for the transformation of plane stress. Student must also be able to identify principal normal stresses and maximum shear stress.
- 10. Students should be able to calculate the critical buckling strength using Euler's formula for pinended columns and to extend Euler's formula for other support conditions.

Attribute Mapping:

Level of Performance [‡]												
		Attribute [†]										
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
	IDA	IDA	IDA	N/A	N/A	DA	DA	N/A	N/A	N/A	N/A	N/A
A1 A A2 F A3 I A4 I A5 U A6 I A7 C A8 F A9 I a A10 F A11 F	butes: A knowled Problem a Investigat Design Use of eng Individual Communi Profession Impact of and the en Ethics and Economic managem Life-long I	inalysis ion gineering l and teau cation sk nalism engineer nvironme l equity s and pro ent	tools m work ills ing on se	C	N/A N I II D D A A ID In IA In DA D	s of Perfa ot Applic ntroduce eveloped ntroduced troduced eveloped	cable d l l and De l and Ap l and Ap	veloped plied plied	l Applied	I		

Accreditation Unit (AU) Mapping: (% of total class AU)

Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
-	-	-	100%	-

Assessment Mapping:

Component	Weighting	Methods of Feedback*	Learning Outcomes Evaluated
Assignments	10%	S	1, 2, 3, 4, 5, 6, 7, 8, 9
Labs	15%	F , S	1, 3, 5, 6, 7, 10
Midterm	20%	F, S	1, 2, 3, 4, 5
Final	55%	S	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

*Methods of Feedback: **F** – *formative* (written comments and/or oral discussions)

S – *summative* (number grades)



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: Engineering
- 1.2 Department with academic authority: Civil, Geological, and Environmental Engineering
- 1.3 Term from which the course is effective: Winter 2023

2. Information required for the Catalogue

- 2.1 Label & Number of course: CE213
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Mechanics of Materials Course Short Title (maximum 30 characters): Mechanics of Materials

2.4	Total Hours:	Lecture: 36	Seminar	Lab: 15	Tutorial	Other
2.5	Weekly Hours:	Lecture: 3	Seminar	Lab: 1.5	Tutorial	Other
2.6	Term in which i	t will be offered	l: T1	<u>T2</u> T1 o	or T2 T1 a	and T2

2.7 Prerequisite: GE123 – Engineering Mechanics II

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): Building upon the concepts introduced in the courses in statics and dynamics and the properties of engineering materials, this course extends equilibrium analysis to deformable bodies. Emphasis is placed on understanding and applying the three fundamental concepts of solid mechanics equilibrium, constitutive relationships, and geometry of deformation (compatibility). The fundamentals are introduced and reinforced in the context of specific behaviors, including axial tension and compression, pure bending, bending in combination with shear, and torsion of circular shafts. Transformation of stress in two dimensions is introduced.
- 2.9 Do you allow this course to be repeated for credit? No
- 3. Please list rationale for introducing this course: GE213 is currently taught in two sections: one in the fall for students from the chemical and mechanical engineering programs, and one in the winter for students in the civil, geological, and environmental engineering programs. Material as presented in the two course sections has strayed over the past number of years, such that the term 1 version of the course is not appropriate for students in the CGEE programs. Changing the Term 2 version of this course to CE213 will allow the department to maintain control over the

material presented to students in the programs within our department and ensure that our students are learning the necessary material critical to successful performance in courses in the upper years of our programs.

4. Please list the learning objectives for this course:

1. Students should be able to perform a static analysis of a two-dimensional, statically determinate beam, truss or frame structure on an assignment, test, or exam using the basic principles of static equilibrium. In order to do this, students should be able to perform the following tasks:

a. Identify appropriate support and member connection conditions based on physical considerations;

b. Draw complete free-body diagrams of structural assemblies and components;

c. Determine support reactions and member connection forces; and

d. Determine resultant internal axial forces, shear forces and bending moments at specified locations on selected structural members.

2. Understand and calculate normal, shear, and bearing stresses due to axial loading.

- 3. Calculate stresses for statically indeterminate problems using axial deformation relationships.
- 4. Calculate stress and strain due to temperature changes.

5. Determine torque, shearing stress, angle of twist in the elastic range, and deformation in circular shafts.

6. Students should be able to describe internal shear and bending moment distributions in flexural members.

7. Evaluate flexural members based upon bending stress, transverse shear, and (time permitting) beam deflections. Students should also be capable of calculating the effects of biaxial bending in flexural members and be able to analyze built-up beams including fastening methods.

8. Students should be able to calculate total stress for eccentric loading.

9. Students should be able to perform two-dimensional transformation of stresses both using equilibrium equations and using Mohr's circle for the transformation of plane stress. Student must also be able to identify principal normal stresses and maximum shear stress.

10. Students should be able to calculate the critical buckling strength using Euler's formula for pin ended columns and to extend Euler's formula for other support conditions.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? Chemical Engineering, Mechanical Engineering, and Engineering Physics.

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

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

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

- 6.1 Courses to be deleted? None. The GE 213 Term 2 section would no longer be required.
- 6.2 Courses for which this course will be a prerequisite? CE317, the course will also be a corequisite for CE295, and a taken requirement for CE318 and CE328.
- 6.3 Is this course to be required by your majors, or by majors in another program? This course will be taken by Civil, Geological, and Environmental Engineering but will be open to all Engineering students if students from other Engineering programs wish to take the course. Enrolment of students from programs outside civil, geological, or environmental engineering in the Term 2 GE 213 section this replaces has been limited.

7. Course outline

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

8. Enrolment

- 8.1 Expected enrollment: 132
- 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.)

- 9.1 How should this course be graded? C - Completed Requirements (Grade options for instructor: Completed Requirements, Fail, IP In Progress) <u>N - Numeric/Percentage</u> (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.

Mechanics of Materials (Connect eBook online access), 8th International Student edition, by F.P. Beer, E.R. Johnston, Jr., J.T. DeWolf, D.F. Mazurek, McGraw Hill, 2015, ISBN 978-1-260-32757-1.

11. **Resources**

- 11.1 Proposed instructor: Lisa R. Feldman
- 11.2 How does the department plan to handle the additional teaching or administrative workload? The addition of this course is resource neutral given that GE213 in Term 2 will be eliminated.
- 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.)? access to the online material (connect) as provided by the textbook publisher.

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) \$729.60
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees No

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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
IAB	Laboratory	TUT	Tutorial
IC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	ХСН	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)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No
- **3.2** Restriction(s): course only open to students in a specific college, program/degree, major, year in program: Yes. Restricted to students in civil, geological, and environmental engineering.
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: GE123
- **3.4** Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: CE295
- 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: content overlap with GE213

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.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: GE213

***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: GE213

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

CME 465.3 (3L-3P alt week) **Embedded Machine Learning** Department of Electrical and Computer Engineering

202X Fall Term



Description:	This course provides an overview of machine learning systems, leading to practical implementation and application for embedded hardware devices. Topics include supervised and unsupervised learning systems, performance evaluation metrics, feature engineering, dimensionality reduction, data fusion and hardware implementation. The students will implement, test and analyze a machine learning systems using both software and hardware techniques.			
Prerequisites:	CME 332, CME 334			
Co-requisites:	None			
Instructor:	Francis Bui Office: Room 3B43, Engineering Building Phone: (306) 966-1332 Email: francis.bui@usask.ca			
Lectures:	Time and classroom TBD			
Tutorials:	None			
Laboratory:	Six 3-hour lab slots will be assigned. Students	will work in group in the lab.		
Website:	Assignments, general course information, reference material, and announcements will be posted on Canvas course website. Students are responsible for keeping up-to-date with the information on the course website. <u>https://canvas.usask.ca</u>			
Course Reference Numbers (CRNs):	nnnnn (lectures), nnnnn (laboratory) - TBD			
Textbooks:	Tinyml: Machine Learning With Tensorflow L Microcontrollers by Pete Warden, Daniel Situn Additional materials will be provided as lecture	ayake, Jan 2020		
Office Hours:	By appointment			
Reading List:	No official reading list, but interesting/relevant website periodically.	/helpful materials may be posted on the class		
Assessment:	The methods of assessment and their respective	e weightings are given below:		
	Assignment Midterm Lab Exam Final Exam	20% 20% 20% 40%		

Final Grades:	The final grades will be consistent with the "literal descriptors" specified in the university's grading system. https://students.usask.ca/academics/grading/grading-system.php
Course Content:	 Supervised and Unsupervised Learning Systems Performance Evaluation and Metrics Feature Engineering and Dimensionality Reduction Software/Hardware Architecture for Machine Learning Software/Hardware Co-Design Design Testing and Evaluation System Tuning and Optimization
Assignments:	Assignments will be posted on a regular basis in Canvas. Assignments are due within one week after posting.
Final Exam:	The final will be scheduled by the registrar.
Important Dates:	N/A
Course Learning Objectives:	 Upon successful completion of the course, students should be able to Describe and analyze popular supervised and unsupervised learning methods. Implement supervised and unsupervised learning methods in software frameworks, such as MATLAB/Python, and on hardware devices, such as microcontroller-based systems and system-on-chip devices. Integrate and debug the components of a machine learning system. Integrate hardware and software modules to design the machine learning system Perform system evaluation and tune machine learning system parameters to meet application-specific scenarios. Analyze hardware/software trade-offs to optimize a machine learning design.
Student Conduct:	 Ethical behaviour 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 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. However, if you have questions at any time during lectures, please feel free to ask (chances are very good that someone else may have the same question as you do).

For more information, please consult the University Council Guidelines for Academic Conduct.

http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php

Academic Honesty: The latter part of the above statement from the APEGS Code of Ethics discusses giving credit where it is due. At the University, this is addressed by university policies on academic integrity and academic misconduct. In this class, students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow the rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Copying of assignments and lab reports is considered academic misconduct. Students are responsible for understanding the university's policies on academic integrity and academic misconduct. For more information, please consult the University Council Regulations on Student Academic Misconduct and the university's examination regulations.

> http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf http://policies.usask.ca/policies/academic-affairs/academic-courses.php

Safety:The APEGS Code of Ethics also states that Professional Engineers shall "hold paramount the
safety, health and welfare of the public and the protection of the environment and promote
health and safety within the workplace" (Section 20(a), The Engineering and Geoscience
Professions Regulatory Bylaws, 1997).

Safety is taken very seriously by the Department of Electrical and Computer Engineering. Students are expected to work in a safe manner, follow all safety instructions, and use any personal protective equipment provided. Students failing to observe the safety rules in any laboratory will be asked to leave.

Attribute Mapping:

				L	evei 0j F	erjorman						
Learning						Attri	bute [†]					
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	А	A									3	
2	А											
3				Α								
4				А	А							
5		D	D		D							
6		D										

Level of Performance[‡]

[†]<u>Attributes</u>:

- 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

[‡]Levels of Performance:

Introductory (I) – Students learn the working vocabulary of the area of content, along with some of the major underlying concepts. **Development (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. **Advanced (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
-	-	-	65%	35%

Assessment Mapping:

Component	Weighting	Methods of Feedback***	Learning Outcomes Evaluated
Assignment	30%	F/S	1,2,3,4,5,6
Midterm	20%	F/S	1,2,3
Lab Exam	20%	F/S	1,2,3,4,5,6
Final Exam	30%	S	1,2,3,4,5,6

***Methods of Feedback:

F – *formative* (written comments and/or oral discussions)

S – *summative* (number grades)



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Engineering
- 1.2 Department with academic authority: Department of Electrical and Computer Engineering
- 1.3 Term from which the course is effective: Fall 2024

2. Information required for the Catalogue

- 2.1 Label & Number of course: CME465
- 2.2 Academic credit units: 3 CU
- 2.3 Course Long Title (maximum 100 characters): **Embedded Machine Learning** Course Short Title (maximum 30 characters): Embedded Machine Learning

2.4	Total Hours:	Lecture 36	Seminar	Lab 18	Tutorial	Other
2.5	Weekly Hours:	Lecture 3	Seminar	Lab 1.5	Tutorial	Other
2.6	Term in which it	t will be offered	: T1 X	T2 T1 o	or T2 T1	and T2

2.7 Prerequisite: CME 332, CME 334

If there is a prerequisite waiver, who is responsible for signing it?

- **D** Instructor/Dept Approval **X**
- H Department Approval
- I Instructor Approval

2.8 Catalogue description (150 words or less):

This course provides an overview of machine learning systems, leading to practical implementation and application for embedded hardware devices. Topics include supervised and unsupervised learning systems, performance evaluation metrics, feature engineering, dimensionality reduction, data fusion and hardware implementation. The students will implement, test and analyze a machine learning systems using both software and hardware techniques.

2.9 Do you allow this course to be repeated for credit? NO

3. Please list rationale for introducing this course:

Machine learning has emerged as an important focus area for computer engineering, with applications in diverse fields, including information technology, health care, consumer electronics and Internet of Things. Currently, several courses in machine learning are being offered at a graduate study level in the ECE department. Delivering this topic at an undergraduate level to meet the needs of industry is a major objective of this course. The course will present students with engineering methods and design guidelines to realize

practical implementation on embedded hardware devices, which are particularly relevant for the CME industry. Moreover, this course will enhance the CME curriculum, as recently described in opportunities for improvement for the CEAB report to fulfill the continual improvement process.

4. Please list the learning objectives for this course:

Upon successful completion of the course, students should be able to

- a) Describe and analyze popular supervised and unsupervised learning methods.
- b) Implement supervised and unsupervised learning methods in software frameworks, such as MATLAB/Python, and on hardware devices, such as microcontroller-based systems and system-on-chip devices.
- c) Integrate and debug the components of a machine learning system.
- d) Integrate hardware and software modules to design the machine learning system
- e) Perform system evaluation and tune machine learning system parameters to meet application-specific scenarios.
- f) Analyze hardware/software trade-offs to optimize a machine learning design.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **NO** If so, were these departments consulted? (Include correspondence) Were any other departments asked to review or comment on the proposal? **NO**

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

- 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? Software Focus Area in Computer Engineering program

7. Course outline

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

8. Enrolment

- 8.1 Expected enrollment: 40
- 8.2 From which colleges? **College of Engineering**

9. Student evaluation

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

The methods of assessment and their respective weightings are given below:

Assignment	20%
Midterm	20%
Lab Exam	20%
Final Exam	40%

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**

Include a bibliography for the course. See attached course description

11. **Resources**

- 11.1 Proposed instructor: **Prof. Francis Bui**
- **11.2** How does the department plan to handle the additional teaching or administrative workload?

This course matches the current research interests of our faculty. The department does not require any additional resources to teach this course. This will not increase the average teaching load of the faculty.

- 11.3 Are sufficient library or other research resources available for this course? Yes. This course is meant to apply engineering knowledge already gained in previous years courses. As a result, no new tools or lab resources will be required.
- 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 <u>tuition category</u>) **Yes, 3 CU Tuition category 7**

12.2 Does this course require non-standard fees, such as materials or excursion fees? No

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: IEC, IAB

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
I N1	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	ХСН	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)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No
- **3.2** Restriction(s): course only open to students in a specific college, program/degree, major, year in program

Must be enrolled in one of the following Levels: Undergraduate Level (UG) Must be enrolled in one of the following Majors: Computer Engineering (CME)

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course CME 332, CME 334
- **3.4** Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **None**
- 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: None

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.

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: None

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:

EE 448 Renewable Energy and Power Systems Department of Electrical and Computer Engineering

Winter XXXX



Description:	This course introduces salient-pole synchronous machines; solar photovoltaic (PV) power technology including equivalent circuit of PV cells, characteristics of PV modules and arrays, PV current-voltage (I-V) curves and shading impacts on I-V curves, stand-alone and grid-connected PV systems, PV powered water pumping; wind power technology including types of wind turbines and wind turbine generators, assessment of power in the wind, wind turbine power curves, estimating wind turbine energy production, wind farms; energy storage; renewable energy integration and microgrids; various renewable energy conversion systems.
Prerequisites:	EE 441 (Power Systems Analysis)
	Students are expected to be able to communicate in spoken and written English. "Developing and practicing communication skills is an essential experience requirement." – Experience Guideline 2 (Updated May 2009), Components of Acceptable Engineering Work Experience, APEGS
Prerequisite or Corequisite:	
Instructor:	Xiaodong Liang, Ph.D., P.Eng Associate Professor and Canada Research Chair in Technology Solutions for Energy Security in Remote, Northern, and Indigenous Communities Department of Electrical and Computer Engineering Office: Room 3B34, Engineering Building Phone: 306-966-4532 Email: xiaodong.liang@usask.ca
Lectures:	Tuesday and Thursday, 10:00-11:20am, online synchronous. The lecture recording will also be posted on the course website.
Laboratory:	Wednesday 2:30 pm – 5:30 pm, computer simulation-based labs.
Website:	Lecture recording, assignments and solutions, lab material, general course information, and announcements will be posted on the course website.
Course Reference Numbers (CRNs):	21857 (Lecture), and 28777 (Laboratory)
Textbook:	Gilbert M. Masters, Renewable and Efficient Electric Power Systems, 2nd Edition, Wiley-IEEE Press, 2013. ISBN 978-1-118-14062-8 (print version). ISBN for etext is 978-1-118-63350-2. The etext is available in the bookstore.
Reference Books	A. E. Fitzgerald, Charles Kingsley, Jr. and Stephen D. Umans, Electric Machinery, 6 th Edition, McGraw-Hill, 2003, ISBN 0-07-366009-4.
Office Hours:	Every Tuesday 11:30 am $-$ 1:30 pm, the instructor can answer your questions through Webex meeting room after the lecture finishes at 11:20 am. The meeting room will remain open until 1:30 pm.
Reading List:	None
Assessment:	The methods of assessment and their respective weightings are given below:

	Assignments (5) Labs (6 labs, Lab1 no mark) Midterm Exam Final Exam	10% (2% each) 15% (3% each for lab reports) 25% 50%
Final Grades:	The final grades will be consistent with th grading system. http://students.usask.ca/current/academics/g	e "literal descriptors" specified in the university's rades/grading-system.php
	For information regarding appeals of final g University Council document on academic a http://www.usask.ca/university_secretary/he	11
Course Content:	 V curves and shading impacts on I-V curpowered water pumping 3. Wind power (12 h) Types of wind turbines and wind turbine turbine power curves, estimating wind tur 4. Energy storage technology (2 h) Introduction to energy storage 5. Renewable energy integration and microge Concept of microgrids, their control and of 6. Introduction to various distributed general 	stics of PV modules and arrays, PV current-voltage I- rves, stand-alone and grid-connected PV systems, PV generators, assessment of power in the wind, wind rbine energy production, wind farms grids (4 h) operation
Assignments:		sed on the pace of the course lectures. Assignments e. Late assignments will not be marked and will be o the course website.
Lab Reports:		fter the lab day. Late lab reports will not be marked an be conducted with two students as a group, each
Tutorials:	To be arranged when needed	
Quizzes:	None	
Exams:	There will be one mid-term exam and one fi	nal exam.
Important Dates:	February 23, 2021 April 13, 2021	Class begins Midterm exam Last day of class Final exams begin
Student Conduct:	association has a Code of Ethics, which its	ingineering practice. Each professional engineering members are expected to follow. Since students are ingineers, it is expected that students will conduct
	of Ethics states that engineers shall "conduc	Engineers and Geoscientists of Saskatchewan) Code of themselves with fairness, courtesy and good faith 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. However, if you have questions at any time during lectures, please feel free to ask (chances are very good that someone else may have the same question as you do).

For more information, please consult the University Council Guidelines for Academic Conduct. http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php

Academic Honesty: The latter part of the above statement from the APEGS Code of Ethics discusses giving credit where it is due. At the University, this is addressed by university policies on academic integrity and academic misconduct. In this class, students are expected to submit their own individual work for academic credit, properly cite the work of others, and to follow the rules for examinations. Academic misconduct, plagiarism, and cheating will not be tolerated. Copying of assignments and lab reports is considered academic misconduct. Students are responsible for understanding the university's policies on academic integrity and academic misconduct. For more information, please consult the University Council Regulations on Student Academic Misconduct and the university's examination regulations.

http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf http://www.usask.ca/university_secretary/council/academiccourses.php

Safety: The APEGS Code of Ethics also states that Professional Engineers shall "hold paramount the safety, health and welfare of the public and the protection of the environment and promote health and safety within the workplace" (Section 20(a), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

Safety is taken very seriously by the Department of Electrical and Computer Engineering. Students are given special safety instructions on the first day of the lab. Students also witness a running demonstration of electric machines, made aware of the different safety hazards, and instructed on precautions and safety measure. Students are expected to work in a safe manner, follow all safety instructions, and use protective equipment provided. Students failing to observe the safety rules in any laboratory will be asked to leave.

Laboratory LearningLab 1: The Simulation Software EMTP-RV and SimulinkOutcomes:At the end of this lab the students will be able to:• Practice how to use the software EMTP-RV and Simulink.• Create own sample networks and run basic studies using bot

• Create own sample networks and run basic studies using both software.

<u>Lab 2</u>: Modelling of I-V and P-V Characteristics of PV Modules Using Simulink At the end of this lab the students will be able to:

• Analyze I-V Characteristics of PV cells, modules and arrays.

<u>Lab 3</u>: A Wind and PV Hybrid System in Simulink At the end of this lab the students will be able to:

- Create a wind and solar PV hybrid system using Simulink.
- Evaluate its performance by varying input resources.

Lab 4: Wind Turbine Characteristics

At the end of this lab the students will be able to:

• Demonstrate characteristics of Type 3 (doubly-fed induction generator) and Type 4 (full converter) types of wind turbines.

	 <u>Lab 5</u>: Distributed Generation (DG) Effects on Voltage and DG Synchronization At the end of this lab the students will be able to: Evaluate DG's effect on voltage. Model DG synchronization to the network.
	 <u>Lab 6</u>: Energy Storage systems At the end of this lab the students will be able to: Model and analyze battery storage system and its characteristics.
Course Learning Outcomes:	 Upon completing this course students will be able to: Perform calculation and analysis of salient-pole synchronous machines based on their operation principle and characteristics. Explain fundamental principles of solar PV and wind power systems, and conduct analysis and design of such systems. Evaluate the wind turbine performance. Explain various types of distributed generation and renewable energy conversion technologies. Explain the concepts of energy storage systems, and their design and operation. Explain microgrids and their basic control and operation. Conduct simulations and analysis for renewable energy systems using Simulink or EMTP-RV, and write lab reports.

Attribute Mapping:

т •		Attribute**										
Learning						Attrit	ute**					
Outcome	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	D	D										
2	D	D		D					Ι			
3	D	D										
4	D	D		D					Ι			
5	D	D		D					Ι			
6	Ι	D							Ι			
7	А	Α		D	А	А	А					

Level of Performance*

**<u>Attributes</u>:

- A1 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

CIS Code – Instruction Level Definition:

- I Introduced Students learn the working vocabulary of the area of content, along with some of the major underlying concepts.
- D Developed Students use their working vocabulary and major fundamental concepts to probe more deeply, to read the literature, and to deep end their exploration of the concepts. They may begin to practice, extend, or refine knowledge in familiar contexts.
- A Applied Students approach mastery in the area of content (within the context of their academic program). 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
0	0	0	33.6	12

Assessment Mapping:

Component	Weighting	Methods of Feedback***	Learning Outcomes Evaluated
Assignments (5)	10%	F	1, 2, 3, 4, 5
Laboratory	15%	F	7
Midterm Exam	25%	F	1, 2
Final Exam	50%	S	1-6

***<u>Methods of Feedback</u>:

F – *formative* (written comments and/or oral discussions)

S – summative (number grades)



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Engineering
- 1.2 Department with academic authority: Department of Electrical and Computer Engineering
- 1.3 Term from which the course is effective: 2023 Winter Term

2. Information required for the Catalogue

- 2.1 Label & Number of course: EE 448
- 2.2 Academic credit units: **3 CU**
- 2.3 Course Long Title (maximum 100 characters): **Renewable Energy and Power Systems** Course Short Title (maximum 30 characters): **Renewable Energy and Power Sys**

2.4	Total Hours:	Lecture 36	Seminar	Lab 18	Tutorial	Other	
2.5	Weekly Hours:	Lecture 3L	Seminar	Lab 3P alt	weeks	Tutorial	Other

- 2.6 Term in which it will be offered: T2
- 2.7 Prerequisite:

Prerequisite(s): EE 441

If there is a prerequisite waiver, who is responsible for signing it? Associate Dean Academic, CoE In the College of Engineering, only the AD Academic has authority to approve pre-requisite waivers.

- **D** Instructor/Dept Approval
- H Department Approval
- I Instructor Approval
- 2.8 Catalogue description (150 words or less):

Covers salient-pole synchronous machines; solar photovoltaic (PV) power technology including the equivalent circuit of PV cells, characteristics of PV modules and arrays, PV current-voltage (I-V) curves and shading impacts on I-V curves, stand-alone and gridconnected PV systems, PV powered water pumping; wind power technology including types of wind turbines and wind turbine generators, assessment of power in the wind, wind turbine power curves, estimating wind turbine energy production, wind farms; energy storage; renewable energy integration and microgrids; and various renewable energy conversion systems.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course:

Renewable energy is a growing part of electric power generation but presents challenges for planning, operating, and controlling an electric power system. Graduates of the Electrical Engineering program who specialize in electric power need to have exposure to the advantages and difficulties of incorporating renewable energy. This course provides a thorough study of renewable energy which will make our graduates more attractive to the power industry. Currently there is no course dedicated to renewable energy.

4. Please list the learning objectives for this course:

Upon completing this course students will be able to

understand salient-pole synchronous machines,

understand fundamental principles of solar PV and wind power systems,

- describe the various types of distributed generation and renewable energy conversion technologies,
- understand energy storage systems and their basic principles of operation,
- understand the basic design of solar PV systems, wind power systems and battery storage systems,

explain microgrids and their basic control and operation, and conduct simulations of renewable energy systems using Simulink or EMTP-RV.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No If so, were these departments consulted? (Include correspondence) Were any other departments asked to review or comment on the proposal? No

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

- 6.1 Courses to be deleted? EE 444
- 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? The course is required for EE students who choose the Power and Energy focus area.

7. Course outline

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

1. Salient-pole synchronous machines (5 h)

Principle of salient-pole synchronous machines

2. Solar PV systems (8 h)

Equivalent circuit of PV cells, characteristics of PV modules and arrays, PV current-voltage (I-V) curves and shading impacts on I-V curves, stand-alone and grid-connected PV systems, PV powered water pumping

3. Wind power (10 h)

Types of wind turbines and wind turbine generators, assessment of power in the wind, wind turbine power curves, estimating wind turbine energy production, wind farms

4. Energy storage technology (2 h) Introduction to energy storage

5. Renewable energy integration and microgrids (5 h) Concept of distributed generation, microgrids, their control and operation

6. Introduction to various distributed generation systems (6 h) Introduction to concentrating solar power technology, hydroelectric power, pumpedstorage hydro, combined heat and power systems

8. Enrolment

- 8.1 Expected enrollment: 30
- 8.2 From which colleges? College of Engineering

9. Student evaluation

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

10%
15%
25%
50%

^{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

Include a bibliography for the course.

Required: Gilbert M. Masters, *Renewable and Efficient Electric Power Systems*, 2nd Edition, Wiley-IEEE Press, 2013. ISBN 978-1-118-14062-8 (print version). ISBN 978-1-118-63350-2 (etext). The etext is available in the university bookstore.

Recommended: A. E. Fitzgerald, Charles Kingsley, Jr. and Stephen D. Umans, *Electric Machinery*, 6th Edition, McGraw-Hill, 2003, ISBN 0-07-366009-4.

11. **Resources**

- 11.1 Proposed instructor: Dr. Xiaodong Liang
- 11.2 How does the department plan to handle the additional teaching or administrative workload? Dr. Liang was hired in 2019 and is a CRC Tier II. She has taught this course twice as EE 498, and this course will be her regular undergraduate teaching assignment.
- 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? Yes If so, how much? 3 CU Tuition category 7

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: IEC, IAB

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	ХСН	Exchange Program
Ш	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)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: No
- **3.2 Restriction(s):**

Must be enrolled in one of the following Levels: Undergraduate Level (UG) Must be enrolled in one of the following Majors: Electrical Engineering (EE)

- 3.3 Prerequisite(s): EE 441
- 3.5 Corequisite(s): None
- **3.6** Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: None

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.

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: None

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:

This course was offered as EE 498 (Renewable Energy and Power Systems) in 2020-21 and 2021-22 as a replacement for EE 444 which is no longer offered. Note that EE 444 is not an equivalent course in terms of content, but EE 498 can be used in place of EE 444 for satisfying program requirements. Students who took the EE 498 course can not take EE 448 for credit.

Appendix E- List of Course Deletions

CHE 431.1 Seminar

EE 204.3 Basic Electronic and Electrical Power

EE 444.3 Advanced Analysis of Electrical Machines and Drive Systems

GE 101.1 Introduction to the Engineering Profession

GE 111.3 Engineering Problem Solving

GE 121.3 Engineering Design

GE 124.3 Engineering Mechanics I

GE 125.3 Engineering Mechanics II

ME 251.3 Engineering Analysis I

Appendix F - Consultation with the Registrar Form

Title: Bachelor of Science in Engineering Second, Third Fouth Year Redesign

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.

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

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

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

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

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

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х	
Yes	No	Х	

Yes

No

Title: Bachelor of Science in Engineering Second, Third Fouth Year Redesign

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

1 Is this a new program?

Is an existing program being revised?

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

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

Bachelor of Sc Engineering [BE] - current degree description/code

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

Bachelor of Sc Engineering [BE[- existing program description/code - with the following attached majors / departments:

Civil Engineering [CE] / Civil Geol and Environ Engnring [CGEE]- major / department

Chemical Engineering [CHE] / Chemical and Biological Engin [CHBI] - major / department

Computer Engineering [CME] / Electrical and Cmptr Engin [ECE] - major / department

Electrical Engineering [EE] / Electrical and Cmptr Engin [ECE] - major / department

Environmental Engineering [ENVE] / Civil Geol and Enviro Engnring [CGEE] - major / department

Engineering Physics [EP] / Physics and Engin Physics [PHYS] - major / department

Geological Engineering [GEOE] / Civil Geol and Enviro Engnring [CGEE] - major / department

Mechanical Engineering [ME] / Mechanical Engienering [ME] - major / department

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

EN Professional Intern Prog [EPIP] - is in the process of being terminated

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

n/a

6 Is this a replacement for a current program?

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

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

n/a

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

n/a

NOTE: This includes revisions to Years 2, 3, and 4.

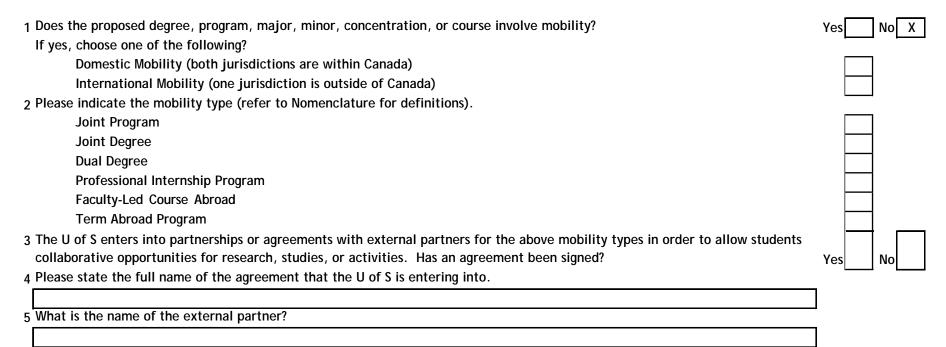
Yes		No	Х	
Yes	Х	No		

Yes	No	Х	

Title: Bachelor of Science in Engineering Second, Third Fouth Year Redesign

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.



6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

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

No X

Yes

Yes No X Revised

Revised

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

1 Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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.)?

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

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?

If NO, please describe.

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

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

NOTE: Information below is changes in admission to major requirement.

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.)

Admission into major average is now based on the highest weighted average based on any combination of courses from the new first year curriculum that adds up to at least 18 cu's (and no longer a set of prescribed courses).

College of EN will rank undergraduate applications on the basis of student preference and "admission into major average" from highest to lowest average until quotas for majors are reached".

- 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?)

Yes

No

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

Section 9: Government Loan Information - as per current set-up

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

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

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

Section 10: Convocation Information (only for new degrees) - not applicable

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 [May 2022]

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

Yes No X

If YES, what and by what date?

Yes

Yes

Yes

Yes

No

No

No

No

Section 12: Registration Information - as per current set-up

What year in program is appropriate for this program (NA or a numeric year)?
 (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

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

Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Section 15: Awards Information - as per current set-up

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

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

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

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?	<u> </u>	
]	
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?	-	
Are there currently any students enrolled in the program?	┘、┌─	
4 Are there currently any students enrolled in the program?	Yes	NO
If yes, will they be able to complete the program?	7	
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	
7 Is there mobility associated with this program termination?	Yes	No
If yes, please select one of the following mobility activity types.		
Dual Degree Program		
Joint Degree Program		
Internship Abroad Program		
Term Abroad Program		
Taught Abroad Course		
Student Exchange Program		
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes	No

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other **Program Based*** * See attached documents for further details 2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate? 3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow? 4 Does proponent's proposal contain detailed information regarding requested tuition? 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? g 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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

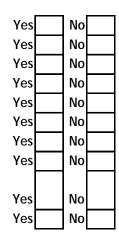
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





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 To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>> 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> Sent: Wednesday, November 24, 2021 2:57 PM To: Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca> Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Storey, Amanda <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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

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On Nov 24, 2021, at 2:55 PM, Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>> 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: <u>engr.academicdean@usask.ca</u>



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From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>> Sent: Wednesday, November 24, 2021 12:19 PM To: Isinger, Russ <<u>russell.isinger@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) <<u>engr.academicdean@usask.ca</u>>; Bruce Sparling (AD Academic, Engineering) Cc: Pajic, Aleksandra <<u>aleksandra.pajic@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen <<u>eileen.zagiel@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>> 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
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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

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UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Degree-level Certificate in Astronomy
COUNCIL ACTION:	For Information Only

SUMMARY:

At its meeting of January 5, 2022, the Academic Programs Committee approved a degree-level certificate in Astronomy in the College of Arts and Science, as well as the termination of the existing minor in Astronomy. This new certificate is in line with the college's existing template for certificate programs.

The Academic Programs Committee felt that moving the minor program to a certificate program will help keep the program current and will allow it to be more accessible to students across campus.

ATTACHMENTS:

1. Degree-level Certificate in Astronomy



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Astronomy

Field(s) of Specialization: Astronomy

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Dr. Daryl Janzen Departmental Instructional Assistant, Department of Physics and Engineering Physics <u>daryl.janzen@usask.ca</u> 306-966-6411

Dr. Sasha Koustov Professor and Head, Department of Physics and Engineering Physics <u>sasha.koustov@usask.ca</u> 306-966-6426

Proposed date of implementation: May 2022

Proposal Document

The current Minor in Astronomy has seen limited uptake from Arts & Science students despite the popularity of astronomy courses as electives in many programs, and the fact that many students finish their degrees with more than half the astronomy credits required for the Minor. We note two significant barriers to completing the Astronomy Minor, which may explain the lack of uptake. Non-Physics majors may be deterred by the Minor requirement that at least one 300- or 400-level course to be taken, as these come with minimum prerequisites of 9 cu in Physics and 9 cu in Math. The additional 18 cu of prerequisites needed to complete an 18 cu Minor places a significant barrier in front of students not needing to take those prerequisite courses for other reasons. Furthermore, Physics majors cannot receive the Minor in Astronomy because the department does not offer 18 cu of astronomy courses that are not on the C6 Electives list for their programs. The proposed certificate program will remove these barriers for both Physics and non-Physics majors since Certificate courses can have complete overlap with courses used for Degrees, and the Certificate would not require taking any 300- or 400-level courses. The Certificate in Astronomy will replace the Minor in Astronomy.

Impact on the department: The Astronomy courses offered as part of the program are regularly offered by the Physics and Engineering Physics department, and capacity already exists to accommodate anticipated enrolment increases. Students with interest in Astronomy have frequently expressed disappointment with the barriers to earning a Minor, which this Certificate would remove.

Resources: The program will be managed within the existing resources of the department, by utilising existing and regularly offered courses.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the replacement of the Minor in Astronomy with a Degree-Level Certificate in this same area of study.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. Courses in Astronomy have been gaining in popularity, and this change will provide a wider range of students the opportunity to pursue a qualification in Astronomy.

The Academic Programs Committee (BSc) approved the proposal on October 13, 2021, as did the College Faculty Council on November 24, 2021.

Program Description

Degree Level Certificate in Astronomy

Astronomy is not only one of the oldest sciences, but also one of the most active in terms of exciting and ground breaking new discoveries. Astronomy, together with its cognate sciences Astrophysics and Cosmology, is concerned with the discovery and understanding of celestial objects ranging from asteroids and comets to planets, stars, galaxies, galaxy clusters, and the evolution of the universe on the largest scales.

A Certificate in Astronomy will introduce you to all the interesting fields of astronomical inquiry and provide you with hands on experience with telescopes, advanced imaging devices, and astronomical data reduction and analysis techniques.

If you would like to pursue graduate studies in astronomy, you should take the B.Sc. (Honours) degree in Physics with a Specialization in Astronomy.

Please contact <u>phys_engphys@usask.ca</u> if you have any questions regarding the Astronomy program options.

Major Average

The major average in the Certificate in Astronomy includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Astronomy, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

• Minimum program requirements.

See Residency for additional details.

Requirements (15 credit units):

- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy

Choose 9 credit units from the following:

• ASTR — 100-Level, 200-Level, 300-Level, 400-Level

Notes

Students may complete this program without taking any additional courses at the University of Saskatchewan. To do so, students will take the following courses:

- ASTR 102.3 Introduction to Galaxies and Cosmology
- ASTR 104.3 Astronomy of Planets

- ASTR 113.3 Introduction to Stellar Astronomy
- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy

Students who have completed related courses in MATH and PHYS will have the option to choose ASTR courses at the 300- and 400-level as part of the requirements for this program. Such students can complete this program by taking:

- ASTR 213.3 Astronomical Photometry
- ASTR 214.3 Astronomical Spectroscopy

And six credit units from:

- ASTR 102.3 Introduction to Galaxies and Cosmology
- ASTR 104.3 Astronomy of Planets
- ASTR 113.3 Introduction to Stellar Astronomy
- ASTR 298.3 Special Topics
- ASTR 299.6 Special Topics
- ASTR 310.3 Galactic Astronomy and Cosmography
- ASTR 312.3 Theoretical Models of Stars and Stellar Evolution
- ASTR 398.3 Special Topics
- ASTR 399.6 Special Topics
- ASTR 411.3 Gravitation and Cosmology
- ASTR 498.3 Special Topics
- ASTR 499.6 Special Topics



Report Form for Program Termination

Program(s) to be deleted: Astronomy - Minor

Effective date of termination: May 2022

1. List reasons for termination and describe the background leading to this decision.

The Minor in Astronomy will be replaced by the proposed Degree Level Certificate in Astronomy. This change allows the program to be taken by students in all colleges, as well as by students who already have a degree or are not interested in completing a degree at this time.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are being created or deleted.

2.2 Other resources (staff, technology, physical resources, etc.) used for this program.

This program will continue to use the existing resources devoted to the Minor in Astronomy.

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.

11 students are currently, officially, enrolled in the minor (information taken from Degree Works). It is possible that this number should be higher, as often students do not take steps to declare a Minor until they apply to graduate.

2.5 Number of students enrolled and graduated over the last five years.

This information is not available through Degree Works or Crystal Reports. Students who are continuing in the program as of May 2022 will have the option to receive either the Minor or the Certificate.

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?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

N/A

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Certificate proposed to replace Minor.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

No impact. Astronomy will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Replacing the Minor with a Certificate will increase the profile of the program, and open the program to a wider array of students.

<u>Other</u>

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing this area of study. This could raise awareness of this option at the University of Saskatchewan.

3.13 Please provide any statements or opinions received about this termination.

(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.

_

N/A

Notice of Intent – Certificate in Astronomy

Overview of the program

The proposed program would change the Minor in Astronomy to a Certificate in Astronomy. The program will broadly cover the major topics in modern astronomy and astrophysics, from solar system exploration, to stars, galaxies and cosmology, providing a mixture of conceptual, theoretical and experiential learning opportunities for students wishing to pursue an interest in the cosmos. The Certificate will better complement Arts & Science degrees than the Minor, which has seen little uptake in recent years, and will be attractive as a standalone program for enthusiasts who are not in pursuit of a degree.

University and/or societal need

Astronomy is one of the oldest sciences, driven by the common human desire to understand the world and our place within it. The field also remains incredibly active and relevant, with contributions to astronomy and astrophysics that have fundamentally changed our understanding of the world being awarded five of the last 10 Nobel Prizes in Physics.

Recent advances in equipment and computing technologies have similarly drastically altered the way astronomy is done. Worldwide networks of robotic telescopes now exist that enable students to collect data alongside professional astronomers and contribute to research that advances our knowledge of the world. The recently installed PROMPT-USask robotic telescope at Sleaford Observatory provides USask students unprecedented access to such a world-class facility for their coursework.

The Certificate program will draw heavily upon and utilise the College of Arts and Science's investment in this world-class teaching facility and provide training in practical scientific research and a foundation in astronomy that will complement a variety of degree programs while meeting the interests of our students.

Anticipated student demand for the program

The Certificate is anticipated to see a marked rise in uptake when compared to the Minor. Astronomy is a popular science elective, but students interested in the subject commonly state that they do not wish to take the required 300-level astrophysics courses, each of which requires an additional 18 credit units of PHYS and MATH courses to be taken as prerequisites. In contrast, Physics students who wish to pursue the Minor are ineligible because upper-level ASTR courses are program electives. The concepts, mathematical analysis techniques, and practical experience required for a well-rounded Certificate in Astronomy are afforded by the proposed 15 credit unit program; yet these requirements also remove the considerable barriers that exist for the Minor.

Based on conversations with students who have expressed interest in the Certificate, enrolment will likely be 5-10 students per year initially. However, astronomy is an increasingly popular elective, with first-year enrolments that have roughly doubled from ~400 to ~800 over the past 5 years. Creation of a certificate program that is accessible to a significantly larger number of students can reasonably be expected to see an analogous increase.

Relationship to university and college plans

The Certificate's focus on practical astronomy in its 200-level capstone courses, where students learn astronomy while doing astronomy, provides an excellent opportunity for students to pursue curiosities and learn through creative approaches to discovery. The program is designed to meet the broader needs of all students who have an interest in astronomy, with the recognition that astronomy can be an excellent complement to a wide variety of degree programs. In turn, this interdisciplinarity will enrich astronomy courses, particularly those with labs that provide collaborative learning opportunities, by drawing in more students with a broader range of perspectives. And with resources in place to facilitate online learning through the use of robotic telescopes located around the world, the program has potential to appeal to the broader international community to which it is already connected.

Relationship to other programs

Astronomy has connections to a broad range of disciplines within the College of Arts and Science and the College of Engineering. Space missions bring Astronomers together with Engineers, Physicists, Geologists, Chemists and Biologists. Archaeoastronomers study human history through astronomical sites built by ancient cultures around the world. Astronomy research is now rarely done without Computer Scientists on the team. The Certificate in Astronomy will provide a relevant complement to such a variety of degree programs, for students wishing to pursue astronomy-related careers.

Since this Certificate program will replace the Minor in Astronomy, there is no duplication.

Resources available for the program

The Certificate program consists entirely of courses that are regularly offered by the Department of Physics and Engineering Physics and will require no new teaching assignments. The program will utilise the robotic telescope facility at Sleaford Observatory, recently installed through Arts & Science Dean's Priority Fund and Capital Equipment Grant investments. Maintenance costs and, when needed, future equipment upgrades will come from the Department of Physics and Engineering Physics annual budget allocation and Arts and Science Capital Equipment Grants.

Risks

There are minimal risks associated with changing the Minor in Astronomy to a Certificate. The courses are all regularly offered, and increased enrolments can be accommodated.

Anticipated start date

The program is proposed to begin May 2022. All the 100-level courses are currently taught at least once per year, and the 200+ level courses are offered on alternating years. The only constraint to offering the program is to have the proposal approved.

Consultation with the Registrar Form – Record of Approvals

On Nov 29, 2021, at 3:52 PM, Warrington, Seanine <<u>seanine.warrington@usask.ca</u>> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following 5 new degreelevel undergraduate certificates and the termination of one minor, for implementation in May 2022:

- 1. Certificate in Intermediate Studio Art
- 2. Certificate in Advanced Studio Art
- 3. Certificate in Foundations of Studio Art
- 4. Certificate in Statistical Methods
- 5. Certificate in Astronomy
- 6. Deletion of Astronomy Minor

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, I believe that you and Alexis have been in touch about the fact that standard tuition amounts and method of assessment are included in these proposals. I don't believe any IPA or Board approvals are required, but please do reply-all if this is incorrect!

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>
Sent: Monday, November 29, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: Re: Consultation with the Registrar Forms - College of Arts & Science

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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, November 30, 2021 7:22 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Many thanks for checking with me Seanine.

Everything appears to be in order from my perspective.

Cheers,

Lorin

Lorin Elias, PhD (he/him) Vice-Dean Academic & Professor of Psychology College of Arts and Science | University of Saskatchewan Treaty 6 Territory and the Homeland of the Métis

Office Phone: 306-966-6670 Email: <u>Lorin.Elias@usask.ca</u> <u>https://artsandscience.usask.ca/profile/LElias#/profile</u>

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Wednesday, December 1, 2021 10:40 AM
To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Elias, Lorin <<u>lorin.elias@usask.ca</u>>; Isinger,
Russ <<u>russell.isinger@usask.ca</u>>
Cc: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eileen.zagiel@usask.ca</u>>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Hi Seanine,

As we discussed in a separate mail, IPA was not aware that these certificates were coming forward to APC. I have been in touch with Alexis now and we will sort this out regarding the budget templates.

Given that standard tuition rates will be used, there is no separate tuition approval required.

Cheers, -Jennifer

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, December 1, 2021 10:46 AM
To: Beck, Jennifer <jennifer.beck@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>; Isinger, Russ
<russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

OK, thanks Jennifer!

Amanda, we can consider the CWRs to be signed for these program proposals,

Seanine

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Thursday, December 2, 2021 9:45 AM
To: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>
Subject: RE: Signed Consultation with the Registrar forms - pending proposals

Hi Alexis,

This was discussed with the Provost yesterday and she confirmed that given that these new certificates are being created from existing courses within existing programs, that at this time, she will not require the completion of the financial budget template. Given that we are still working through the administrative process related to the program approvals changes, this might change in the future but if it does, it will be clearly communicated upfront.

Cheers, -Jennifer

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

Is this a new degree, diploma, or certificate?

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

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

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

Certificate in Astronomy {CA - Certificate in Astronomy] - 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?

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:

CA - In Certificate in Astronomy - suggested Banner code and description

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

Arts and Science [AR]

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

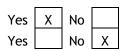
10

9

1

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.

ASTR [Astronomy] - exists in Banner



Yes X

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

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

- ¹ Is this a new program?
 - Is an existing program being revised?

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

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

Certificate in Astronomy {CA - Certificate in Astronomy] - suggested Banner code and description

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

Certificate in Astronomy {CA - Certificate in Astronomy] - 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 Physics and Engin Physics [PHYS]

- ⁶ Is this a replacement for a current program?
- ⁷ If YES, will students in the current program complete that program or be grandfathered?
- ⁸ If this is a new graduate program, is it thesis-based, course-based, or project-based?
 - 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

9

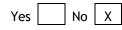
Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

- ¹ Does the proposed degree, program, major, minor, concentration, or course involve mobility? If yes, choose one of the following?
 - Domestic Mobility (both jurisdictions are within Canada)
 - International Mobility (one jurisdiction is outside of Canada)
- ² Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Yes	Х	No	
Yes		No	Х

Yes No X



Joint Degree Dual Degree Professional Internship Program Faculty-Led Course Abroad Term Abroad Program

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

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?

3

4

⁶ What is the jurisdiction for the external partner?

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

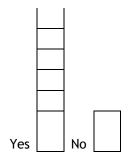
- ¹ Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- ² If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- ³ What is the name of this new / revised major, minor, or concentration?

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

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

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

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program?
 - If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?



Yes No X Revised

Yes		No	Х	Revised		
-----	--	----	---	---------	--	--

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

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

4a

4

3

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

4 b

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

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

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

Section 7: Course Information

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

No

1

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

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

4	Does the program timetable use standard class time slots, terms, and sessions?
	If NO, please describe.

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

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?

Yes

Yes

No

No

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 standir	ıg, 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.

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)

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?

As early as Fall Convocation 2022

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

Likely 5 to 10 students per year initially; expect to see increase after initial year

Section 11: Schedule of Implementation Information

¹ What is the start term?

202205 [May 2022]

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

If YES, what and by what date?

Section 12: Registration Information

1

4

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

No X

Yes

2	Will students register themselves?	Yes	Х	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	Х	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	Х	No	
	Section 15: Awards Information				
		ſ			
1	Will terms of reference for existing awards need to be amended?	Yes		No	Х
2	If this is a new undergraduate program, will students in this program be eligible for College-specific awards?	1			
	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				
4	Will this answer qualify for the Conservation (Control on the terror terror (tou)) and more 2	V	v	N	
1	Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?	Yes	X	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. 				
	- result in a certificate, diptoina, or undergraduate degree.				
	Section 17: Program Termination				
1	Is this a program termination?	Yes		No	Х
	If yes, what is the name of the program?	_	_		_
2	What is the effective date of this termination?	-			

- Will there be any courses closed as a result of this termination? 3 If yes, what courses?
- 4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program?
- 5 If not, what alternate arrangements are being made for these students?

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

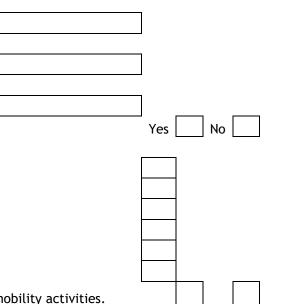
- 7 Is there mobility associated with this program termination?
 - If yes, please select one of the following mobility activity types.
 - **Dual Degree Program**
 - Joint Degree Program
 - Internship Abroad Program
 - Term Abroad Program
 - Taught Abroad Course
 - Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information

How will tuition be assessed? 1

	now with fullion be assessed:	
	Standard Undergraduate per credit	Х
	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 (TC08)	
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	
	Page 21 of 35	



Yes

No

Yes

Yes

No

No

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?	1			
,					
6	IPA Additional comments?	l			
7					
,	Will students outside the program be allowed to take the classes?				
8	Yes 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)?				
1	Yes				
10	Do standard cancellation fee rules apply?				
	Yes				
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.				
				I	
12	Are you moving from one tuition code (TC) to another tuition code?	Yes		No	Х
ĺ	If YES, from which tuition code to which tuition code?	l			
13					
15	If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.	Yes	х	No	
1	Standard international tuition differential will apply	163	^	NU	
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).				
	\$10,548.00 (15 cu's in ASTR at TC08) (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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?

Г

- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?

Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?

- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

OR

9

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

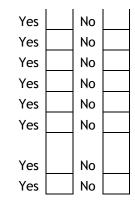
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



Consultation with the Registrar Form

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

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

- Is this a new degree, diploma, or certificate?
 Is an existing degree, diploma, or certificate being renamed?
 If you've answered NO to each of the previous two questions, please continue on to the next section.
- ² What is the name of the new degree, diploma, or certificate?

³ 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?

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

7

s there more than one program to fulfill the requirements for this deg	gree, diploma, or certificate? If yes, please list
hese 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?

Yes	No	Х
Yes	No	Х

Yes

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

- ¹ Is this a new program?
 - Is an existing program being revised?

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

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

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

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

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

- ⁶ Is this a replacement for a current program?
- ⁷ If YES, will students in the current program complete that program or be grandfathered?
- ⁸ If this is a new graduate program, is it thesis-based, course-based, or project-based?

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

Section 3: Mobility

9

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

¹ Does the proposed degree, program, major, minor, concentration, or course involve mobility? If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

- International Mobility (one jurisdiction is outside of Canada)
- ² Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Yes	No	Х	
Yes	No	Х	

Yes	No	
162	UNI	

Yes No X



Joint Degree Dual Degree Professional Internship Program Faculty-Led Course Abroad Term Abroad Program

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

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?

3

4

⁶ What is the jurisdiction for the external partner?

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

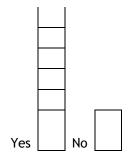
- ¹ Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- ² If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- ³ What is the name of this new / revised major, minor, or concentration?

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

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

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

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program?
 - If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?



Yes No X Revised



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

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

4a

4

3

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

4 b

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

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

² What is the name of the new (or renamed 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 <u>Will any programs be created, changed, or moved to a new authority, removed, relabelled?</u>

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

7				
	Are there any ceremonial conse	augustica far Canvastian (is	Maxy daawaa baad a	d_{1} , d_{2} , d
•	Are there any ceremonial conse	quences for Convocation de.	New degree nood, ad	nustment to parchments, etc. 19
	The chere any ceremonial conse	queilles for convocation (ie.	inch acgree nood, a	justificite to parefinitents, etc.,.

Section 7: Course Information - NOT APPLICABLE

1

5

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

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

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

4	Does the program timetable use standard class time slots, terms, and sessions?
	If NO, please describe.

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

For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

Yes

Yes

No

No

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 - 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

1

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

What is the start term?

² Are students required to do anything prior to the above date (in addition to applying for admission)? If YES, what and by what date?

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.) Yes

No

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 X No
	If yes, what is the name of the program?	1
	Astronomy minor deletion on all College of Arts and Science programs	

	The Astronomy minor is currently available on the following programs. - BA3Y Bachelor of Arts (3 Yr) - BA4Y Bachelor of Arts (4 Yr) - BAHON Bachelor of Arts (Honours) - BASC4Y Bach of Arts and Science (4Yr)				
	 BASHON Bach of Art and Science Honour BFA Bachelor of Fine Arts BFAHON Bachelor of Fine Arts(Honours) BSC3Y Bachelor of Science (3 Yr) BSC4Y Bachelor of Science (4 Yr) 				
	 BSCHON Bachelor of Science (Honours) CGEO-BA4Y Co-op Educ Prog in Geog-BA4Y CGEO-BAHON Co-op Educ Prog in Geog-BAHON CGEO-BSC4Y Co-op Educ Prog in Geog-BSC4Y CGEO-BSCHON Co-op Educ Prog in Geog-BSCHON 				
2	 CSIP Comp Science Internship Prog CSIP-H Comp Scie Intern Prog-Honours PDSPC Post Degree Spec Certificate What is the effective date of this termination? 				
3	202205 [May 2022] Will there be any courses closed as a result of this termination? If yes, what courses?] Yes [r	No X	
4	Are there currently any students enrolled in the program? A search in Degree Works for active students in the Astronomy minor and the College of Arts and Science returns 11 students	Yes	XN	10	
5	If yes, will they be able to complete the program? Students in the program will be allowed to complete]			
6	If not, what alternate arrangements are being made for these students? n/a When do you expect the last student to complete this program? Students have a maximum of 10 years to complete latest persible would be 2020 2021 year to complete]			
7	Students have a maximum of 10 years to complete; latest possible would be 2030-2031 year to complete Is there mobility associated with this program termination? If yes, please select one of the following mobility activity types. Dual Degree Program	Yes	N	No X	

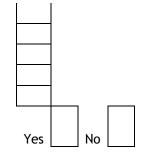
Joint Degree Program Internship Abroad Program Term Abroad Program Taught Abroad Course Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

¹ How will tuition be assessed?

	Standard Undergraduate per credit			
	Standard Graduate per credit			
	Standard Graduate per term			
	Non standard per credit*			
	Non standard per term*			
	Other *			
	Program Based*			
	* See attached documents for further details			
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?	1		
•		J		
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	1		
		l r	 г	
4	Does proponent's proposal contain detailed information regarding requested tuition?	Yes	No	
	If NO, please describe.	1		
_		l		
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1		
,		l		
6	IPA Additional comments?	1		
7		l		
7	Will students outside the program be allowed to take the classes?	1		
•		l		
8	If YES, what should they be assessed? (This is especially important for program based.)	1		
0		l		
9	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)? Page 33 of 35			



¹⁰ Do standard cancellation fee rules apply?

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

¹² Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?

¹³ If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

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)

- Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
 Has TLSE, Admissions, been informed about this new / revised program?
 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
 Has CGPS been informed about this new / revised program?
 Has TLSE, Transfer Credit, been informed about any new / revised courses?
 - 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
 - 7 Has the Library been informed about this new / revised program?
 - 8 Has ISA been informed of the CIP code for new degree / program / major?
 - 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

b. Fee Review Committee

Yes	No	
Yes	No	
Yes	No	
Yes	No	

Yes No

No

Yes

Page 34 of 35

- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

Alison Oates, chair, Academic Programs Committee
January 27, 2022
Degree-level Certificate in Statistical Methods
For Information Only

SUMMARY:

At its meeting of January 5, 2022, the Academic Programs Committee approved a degree-level certificate in Statistical Methods in the College of Arts and Science, This new certificate follows the college's existing template for certificate programs.

The Academic Programs Committee recognized that a certificate in statistical methods will be helpful for students in a variety of disciplines that require understanding and application of statistical methods and will be attractive to prospective employers

ATTACHMENTS:

1. Degree-level Certificate in Statistical Methods.



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Statistical Methods

Field(s) of Specialization: Statistical Methods

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Dr. Chris Soteros Professor, Department of Mathematics and Statistics <u>soteros@math.usask.ca</u> 306-966-6118

Dr. Artur Sowa Professor and Head, Department of Mathematics and Statistics <u>sowa@math.usask.ca</u> 306-966-6114

Proposed date of implementation: May 2022

Proposal Document

The proposed certificate in Statistical Methods provides students with an opportunity to develop fundamental skills needed to understand and apply advanced statistical methods. The requirements of the certificate are comparable to those needed for obtaining a minor in Statistics at many institutions. Applied Regression Analysis (STAT 344) is the core advanced statistical methods course for the certificate.

This program will be an attractive credential for students in all colleges, especially those who are interested in science, social science and research. There is a demand for employees in many sectors with knowledge of advanced statistical methods; this program will help prepare students to make better use of the applied statistics packages/methods already available to them.

Notes: There is a route to complete the certificate which involves only taking 15cu; this route currently requires a student to take STAT 103 prior to STAT 245, then STAT 344 and then 6 cu from STAT 345, 348, 447. Taking 6 cu MATH (namely MATH 110 or 176, MATH 116 or 177) will allow students to take STAT 241 instead of STAT 103 and will give more options for the required 6 cu from "Any other STAT 3XX or STAT 4XX". Students who wish to maximize their advanced applied statistics course options are advised to take STAT 241 instead of STAT 103 and to take MATH 164; this increases the options to 6 cu from STAT 447, 345, 348, 346, 349, 341.

Students who already have the intro probability and intro statistics courses could potentially complete the remaining 9 cu within a year. As noted above, students who have STAT 241 instead of STAT 103 will have more flexibility in course choices and will be more likely to be able to complete in one year.

Impact on the Department: The program consists only of courses already being offered by our department and thus will have minimal impact on department activities and on existing students majoring in STAT. Due to student demand, the core course STAT 344 has been offered annually in recent years and this would be expected to continue as long as the demand continues.

Resources: The certificate will consist only of classes that are already being offered by the Department of Mathematics and Statistics. The certificate will not require new courses to be designed specifically for the certificate program. A small increase in enrollments for these classes can be absorbed by the department with limited additional costs; as long as these increased enrollments are small, additional resources from outside the department will not be required.

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 Statistical Methods.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to build a foundational knowledge of statistics, which can be applied to many other areas of study or work.

The Academic Programs Committee (BSc) approved the proposal on October 13, 2021, as did the College Faculty Council on November 24, 2021.

Program Description

Degree Level Certificate in Statistical Methods

The Certificate in Statistical Methods provides students with an opportunity to develop fundamental skills needed to apply advanced statistical methods to other disciplines. This program is not intended to fully prepare students for careers as statisticians or data scientists per se (e.g. the course requirements are not sufficient to meet the Statistical Society of Canada (SSC) Associate Statistician (A. Stat.) accreditation nor are they sufficient to cover all methods/skills needed in current Data Science careers). Rather the program is intended to give professionals (and future professionals) in many fields the skills to apply statistical methods to their activities, increasing their productivity.

Major Average

The major average in the Certificate in Statistical Methods includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Statistical Methods, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

• Minimum credit units required in the program.

See **Residency** for additional details.

Requirements (15 credit units)

• **STAT 344.3** Applied Regression Analysis

Choose 3 credit units from the following:

- **STAT 103.3** Elementary Probability
- STAT 241.3 Probability Theory

Choose 3 credit units from the following:

- **STAT 242.3** Statistical Theory and Methodology
- STAT 245.3 Introduction to Statistical Methods
- STAT 246.3 Introduction to Biostatistics

Choose 6 credit units from the following:

• <u>STAT — 300-Level, 400-Level</u>

Notice of Intent – Certificate in Statistical Methods

Overview of the Program

The Certificate in Statistical Methods provides students with an opportunity to develop fundamental skills needed to apply advanced statistical methods to other disciplines. This program is not intended to fully prepare students for careers as statisticians or data scientists per se (e.g. the course requirements are not sufficient to meet the Statistical Society of Canada (SSC) Associate Statistician (A. Stat.) accreditation nor are they sufficient to cover all methods/skills needed in current Data Science careers). Rather the program is intended to give professionals (and future professionals) in many fields the skills to apply statistical methods to their activities, increasing their productivity. The requirements of the certificate are comparable to those needed for obtaining a minor in Statistics at many institutions.

The program will consist of 5 classes (15cu) of statistics (STAT) courses.

University and/or Societal need

There is a clear need for practitioners in many fields to master the fundamentals of statistical methodology so that they can directly address problems in their own domains. The Department of Mathematics and Statistics has been partially addressing this since 1994 by offering a Minor in Statistics which provides a practical background in statistical methods that professionals of all fields may need to perform. However, the existing Minor is only available to students in an Arts and Science undergraduate program. Meanwhile, as part of our inter-disciplinary research collaborations, department faculty and research associates have been providing ad hoc consulting/advice for Health Science researchers, Social Scientists, and Engineers; this ad hoc approach is not sustainable. This certificate would be more broadly accessible than the current Statistics Minor and hence could help to address the current gap.

Student Demand for the Program

The certificate will be an attractive credential for students from other colleges, especially those in technical fields or who are involved in science and research, such as engineers, health scientists, plant scientists and business students/graduates. Additionally, education students who might wish to teach statistics at the K-to-12 level may be interested, as well as alumni looking to add applied statistics skills to an existing degree.

Assessment of perceived need within the National Context

Qualified statisticians are in high demand at both the national and provincial level, and there is also a demand for employees with knowledge of advanced statistical methods in many data science-oriented careers. Dramatically increasing the number of dedicated statistics graduates to fill this demand is unlikely to occur in the short term. This certificate program would prepare professionals to make better use of the applied statistics packages/methods already available to them and increase their knowledge in data science. The program would also support future educators, administrators, business leaders, and parents in understanding our (largely misunderstood) field, and the developments occurring at all levels.

Relationship to University, college and divisional integrated plans and *internationalization, Indigenization, and interdisciplinarity*

The certificate program proposed here fits well with the priorities of the College, the *University Plan 2025*, and the university's *Vision*, *Mission and Values* by virtue of providing innovative academic programming which meets student needs that are not addressed by current programs. Furthermore, knowledge of statistical methods is a necessity to applications in many disciplines and hence this program will enhance interdisciplinarity.

Relationship to other programs offered by the College of Arts and Science

The certificate program will provide students with skills used by statisticians, but it is not intended to prepare students to be a Statistician or a Data Scientist per se, and it will not be advertised as such. By comparison, the 4-year B.Sc. in Statistics has 30cu of STAT and MATH courses.

Relationship to programs offered elsewhere

The University of Regina does not appear to offer either a minor or Certificate program in the Statistical or Data Sciences so this would be the first offering in the province in this area. The program would be comparable to a minor in Statistics at other institutions across Canada but would be more broadly accessible as a certificate than minor programs elsewhere.

Is there justification to proceed regardless of any perceived duplication?

Students may receive recognition for only one of the Minor in Statistics or the proposed certificate.

Resources of the program

The certificate will consist only of classes that are already being offered by the Department of Mathematics and Statistics. The certificate will not require new courses to be designed specifically for the certificate program. A small increase in enrollments for these classes can be absorbed by the department with limited additional costs; as long as these increased enrollments are small, additional resources from outside the department will not be required.

Risks

The certificate program is expected to increase the demand for STAT classes, especially at the 300-level. The uptake of this program will likely start slowly, but could grow substantially. The very large enrolment classes such as STAT 103 and STAT 245 are already well populated by students from almost every College across the university. Enrolment in 300-level STAT classes has been growing in recent years but not all enrolled students are pursuing or complete a minor in Statistics. The availability of this flexible certificate will likely increase enrolment in 300-level STAT classes. Furthermore, every year students from other Colleges such as Education and Engineering do 3-year BSc degrees in Mathematics but there is no 3-year BSc program in Statistics. This certificate program, while not sufficient for a 3-year degree will provide an avenue for students to get statistics credentials that fit with their interests/career goals; this may also result in an increased number of students taking STAT classes.

Anticipated Start Date

The program consists entirely of existing courses, so the only constraint is the time to propose and approve the program. We can start as early as May 2022.

From: Bruneau, Joel joel.bruneau@usask.ca 🖉

Subject: RE: A new Certificate in Statistical Methods

- Date: September 10, 2021 at 10:43 AM
 - To: Soteros, Chris soteros@math.usask.ca
 - Cc: Huq, Mobinul m.huq@usask.ca, Khan, Shahedul khan@math.usask.ca

Hello Dr. Soteros.

The Department of Economics fully supports your proposed Certificates in Statistics as presented to us. We have discussed this within our Undergraduate Committee and agree that it benefits our students without any concomitant penalty.

Your proposed Certificate in Statistical Methods looks quite flexible in terms of course requirements and our students will find it attractive in terms of adding a certificate to their Econ/Business Econ degree.

As for deletion of your current "Minor in Statistics for Economics and Business Economics students", we are also fine with that. We do not see its removal as deleterious to our students given the flexibility in the proposed Certificate for which they will be able to pursue.

Thank you for seeking our feedback.

Dr. Joel Bruneau

Associate Professor and Head University of Saskatchewan Department of Economics ARTS 820, 9 Campus Drive Saskatoon, SK, S7N 5A5 CANADA

joel.bruneau@usask.ca Office: 306-966-5198

From: Soteros, Chris <<u>soteros@math.usask.ca</u>>
Sent: August 18, 2021 1:15 PM
To: Huq, Mobinul <m.huq@usask.ca>
Cc: Soteros, Chris <<u>soteros@math.usask.ca</u>>; Khan, Shahedul <<u>khan@math.usask.ca</u>>; Srinivasan, Raj
<raj@math.usask.ca> Subject: A new Certificate in Statistical Methods

Dear Mobinul,

The Department of Mathematics and Statistics is developing a proposal for a new Certificate in Statistical Methods - see the current draft of a Notice of Intent document. Our goal is to make it more flexible than the existing minor in Statistics with the potential of deleting the minor in Statistics in the future. We are expecting to have the proposal ready for submission to the September 8th College course challenge so that the program will exist for the 2022-2023 academic year. We'd like to meet with you to discuss our plans and any potential consequences related to the current minor in Statistics for Economics students. Do you have some time available for a meeting this week or next week?

The current plan for the Certificate is (although it is still under discussion):

Certificate in Statistical Methods (Cert.) Requirements (15 credit units)

- STAT 103.3 or STAT 241.3 (introduction to probability)
- STAT 245.3 or STAT 246.3 or STAT 242.3 (introduction to statistics)
- STAT 344.3 (linear regression core course)
- 6 cu from any STAT 3XX or 4XX

Thank you, Shahedul Khan, Undergraduate Co-Chair

Chris Soteros (306-966-6118)

Raj Srinivasan

Department of Mathematics and Statistics

Consultation with the Registrar Form – Record of Approvals

On Nov 29, 2021, at 3:52 PM, Warrington, Seanine <<u>seanine.warrington@usask.ca</u>> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following 5 new degreelevel undergraduate certificates and the termination of one minor, for implementation in May 2022:

- 1. Certificate in Intermediate Studio Art
- 2. Certificate in Advanced Studio Art
- 3. Certificate in Foundations of Studio Art
- 4. Certificate in Statistical Methods
- 5. Certificate in Astronomy
- 6. Deletion of Astronomy Minor

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, I believe that you and Alexis have been in touch about the fact that standard tuition amounts and method of assessment are included in these proposals. I don't believe any IPA or Board approvals are required, but please do reply-all if this is incorrect!

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>
Sent: Monday, November 29, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: Re: Consultation with the Registrar Forms - College of Arts & Science

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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, November 30, 2021 7:22 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Many thanks for checking with me Seanine.

Everything appears to be in order from my perspective.

Cheers,

Lorin

Lorin Elias, PhD (he/him) Vice-Dean Academic & Professor of Psychology College of Arts and Science | University of Saskatchewan Treaty 6 Territory and the Homeland of the Métis

Office Phone: 306-966-6670 Email: <u>Lorin.Elias@usask.ca</u> <u>https://artsandscience.usask.ca/profile/LElias#/profile</u>

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Wednesday, December 1, 2021 10:40 AM
To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Elias, Lorin <<u>lorin.elias@usask.ca</u>>; Isinger,
Russ <<u>russell.isinger@usask.ca</u>>
Cc: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eileen.zagiel@usask.ca</u>>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Hi Seanine,

As we discussed in a separate mail, IPA was not aware that these certificates were coming forward to APC. I have been in touch with Alexis now and we will sort this out regarding the budget templates.

Given that standard tuition rates will be used, there is no separate tuition approval required.

Cheers, -Jennifer

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, December 1, 2021 10:46 AM
To: Beck, Jennifer <jennifer.beck@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>; Isinger, Russ
<russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

OK, thanks Jennifer!

Amanda, we can consider the CWRs to be signed for these program proposals,

Seanine

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Thursday, December 2, 2021 9:45 AM
To: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>
Subject: RE: Signed Consultation with the Registrar forms - pending proposals

Hi Alexis,

This was discussed with the Provost yesterday and she confirmed that given that these new certificates are being created from existing courses within existing programs, that at this time, she will not require the completion of the financial budget template. Given that we are still working through the administrative process related to the program approvals changes, this might change in the future but if it does, it will be clearly communicated upfront.

Cheers, -Jennifer

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

Is this a new degree, diploma, or certificate?

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

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

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

Certificate in Statistical Methods [CSM - Cert in Statistical Methods] - 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?

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:

CSM - In Cert in Statistical Methods - suggested Banner code and description

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

Arts and Science [AR]

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

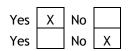
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Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

STAT [Statistics] - exists in Banner



Yes X No

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

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

- ¹ Is this a new program?
 - Is an existing program being revised?

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

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

Certificate in Statistical Methods [CSM - Cert in Statistical Methods] - suggested Banner code and description

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

Certificate in Statistical Methods [CSM - Cert in Statistical Methods] - suggested Banner code and description

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

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

College of Arts and Science [AR] / Department of Mathematics and Statistics [MATH]

⁶ Is this a replacement for a current program?

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

- ⁸ If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9

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

1 year (15 cu's total)

Section 3: Mobility

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

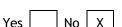
¹ Does the proposed degree, program, major, minor, concentration, or course involve mobility? If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

- International Mobility (one jurisdiction is outside of Canada)
- ² Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Yes	Х	No	
Yes		No	Х



Yes	No	Х

Joint Degree Dual Degree Professional Internship Program Faculty-Led Course Abroad

Term Abroad Program

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

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

⁵ What is the name of the external partner?

⁶ What is the jurisdiction for the external partner?

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

- ¹ Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- ² If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- ³ What is the name of this new / revised major, minor, or concentration?

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

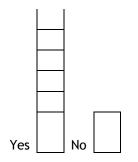
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3

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

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

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program?
 - If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?



Yes	No	Х	Revised	
163	110		Reviseu	

Yes	No	Х	Revised	
-----	----	---	---------	--

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

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

4a

4

3

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

4 b

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

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

² What is the name of the new (or renamed 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 <u>Will any programs be created, changed, or moved to a new authority, removed, relabelled?</u>

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

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

Section 7: Course Information

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

No

1

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

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

4	Does the program timetable use standard class time slots, terms, and sessions?
	If NO, please describe.

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

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?

Yes

Yes

No

No

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.

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)

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?

As early as Fall Convocation 2022

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

Anticipate a small increase

Section 11: Schedule of Implementation Information

¹ What is the start term?

202205 [May 2022]

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

Yes No X

If YES, what and by what date?

Section 12: Registration Information

1

4

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	Х	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	Х	No	
2	Who will approve grades (Department Head, Assistant Dean, etc.)?	-			
	As per current set-up				
		1			
	Section 14: T2202 Information (tax form)				
1	Should classes count towards T2202s?	Yes	Х	No	
	Section 15: Awards Information				
1	Will terms of reference for existing awards need to be amended?	Yes		No	Х
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	Х	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	Х
	If yes, what is the name of the program?	1			
2	What is the effective date of this termination?				

- Will there be any courses closed as a result of this termination? 3 If yes, what courses?
- 4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program?
- 5 If not, what alternate arrangements are being made for these students?

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

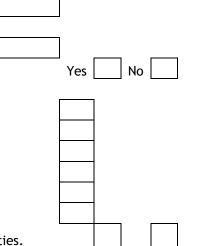
- 7 Is there mobility associated with this program termination?
 - If yes, please select one of the following mobility activity types.
 - **Dual Degree Program**
 - Joint Degree Program
 - Internship Abroad Program
 - Term Abroad Program
 - Taught Abroad Course
 - Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information

How will tuition he assessed? 1

-	now will fulfour be assessed:	
	Standard Undergraduate per credit	Х
	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 (TC08)	
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	
	Page 19 of 33	



Yes

No

No	
	No

No

Yes

4	Does proponent's proposal contain detailed information regarding requested tuition?	Yes		No	
1	If NO, please describe.	1			
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1			
6	IPA Additional comments?	1			
7					
7	Will students outside the program be allowed to take the classes?	1			
8	Yes				
0	If YES, what should they be assessed? (This is especially important for program based.)	1			
9	Standard undergraduate tuition				
,	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?	1			
10	Yes				
10	Do standard cancellation fee rules apply?	1			
11	Yes				
	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.	1			
12				I '	V
12	Are you moving from one tuition code (TC) to another tuition code?	Yes		No	Х
	If YES, from which tuition code to which tuition code?	1			
13					
15	If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.	Yes	х	No	
	Standard international tuition differential will apply		^		
14		J			
	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).				
	~\$10,548.00 (15 cu's at TC08) (based on 2021-2022 tuition rates)				
		1			

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?

Г

- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?

Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?

- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

OR

9

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

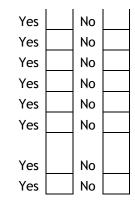
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



Consultation with the Registrar Form

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

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

- Is this a new degree, diploma, or certificate?
 Is an existing degree, diploma, or certificate being renamed?
 If you've answered NO to each of the previous two questions, please continue on to the next section.
- ² What is the name of the new degree, diploma, or certificate?

³ 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?

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

7

s there more than one program to fulfill the requirements for this deg	gree, diploma, or certificate? If yes, please list
hese 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?

Yes	No	Х
Yes	No	Х

Yes

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

- ¹ Is this a new program?
 - Is an existing program being revised?

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

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

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

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

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

- ⁶ Is this a replacement for a current program?
- ⁷ If YES, will students in the current program complete that program or be grandfathered?
- ⁸ If this is a new graduate program, is it thesis-based, course-based, or project-based?

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

Section 3: Mobility

9

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

¹ Does the proposed degree, program, major, minor, concentration, or course involve mobility? If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

- International Mobility (one jurisdiction is outside of Canada)
- ² Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Yes	No	Х	
Yes	No	Х	

Yes	No	
163	110	

Yes No X



Joint Degree Dual Degree Professional Internship Program Faculty-Led Course Abroad Term Abroad Program

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

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?

3

4

⁶ What is the jurisdiction for the external partner?

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

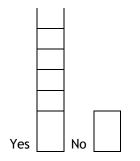
- ¹ Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- ² If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
- ³ What is the name of this new / revised major, minor, or concentration?

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

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

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

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program?
 - If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?



Yes No	X	Revised	
--------	---	---------	--



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

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

4a

4

3

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

4 b

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

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

² What is the name of the new (or renamed 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 <u>Will any programs be created, changed, or moved to a new authority, removed, relabelled?</u>

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

7				
	Are there any ceremonial conse	augustica far Canvastian (is	Maxy daawaa baad a	d_{1}
•	Are there any ceremonial conse	quences for Convocation de.	New degree nood, ad	nustment to parchments, etc. 19
	The chere any ceremonial conse	quellees for convocation (ie.	inch acgree nood, a	justificite to parefinitents, etc.,.

Section 7: Course Information - NOT APPLICABLE

1

5

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

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

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

4	Does the program timetable use standard class time slots, terms, and sessions?
	If NO, please describe.

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

For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

Yes

Yes

No

No

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 - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

³ When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

¹ What is the start term?

² Are students required to do anything prior to the above date (in addition to applying for admission)? If YES, what and by what date?

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.) Yes

No

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 X No
	If yes, what is the name of the program?	1
	Astronomy minor deletion on all College of Arts and Science programs	

	The Astronomy minor is currently available on the following programs. - BA3Y Bachelor of Arts (3 Yr) - BA4Y Bachelor of Arts (4 Yr) - BAHON Bachelor of Arts (Honours) - BASC4Y Bach of Arts and Science (4Yr)				
	 BASHON Bach of Art and Science Honour BFA Bachelor of Fine Arts BFAHON Bachelor of Fine Arts(Honours) BSC3Y Bachelor of Science (3 Yr) BSC4Y Bachelor of Science (4 Yr) 				
	 BSCHON Bachelor of Science (Honours) CGEO-BA4Y Co-op Educ Prog in Geog-BA4Y CGEO-BAHON Co-op Educ Prog in Geog-BAHON CGEO-BSC4Y Co-op Educ Prog in Geog-BSC4Y CGEO-BSCHON Co-op Educ Prog in Geog-BSCHON 				
2	 CSIP Comp Science Internship Prog CSIP-H Comp Scie Intern Prog-Honours PDSPC Post Degree Spec Certificate What is the effective date of this termination? 				
3	202205 [May 2022] Will there be any courses closed as a result of this termination? If yes, what courses?] Yes [No X	
4	Are there currently any students enrolled in the program? A search in Degree Works for active students in the Astronomy minor and the College of Arts and Science returns 11 students	Yes	XN	10	
5	If yes, will they be able to complete the program? Students in the program will be allowed to complete]			
6	If not, what alternate arrangements are being made for these students? n/a When do you expect the last student to complete this program? Students have a maximum of 10 years to complete latest persible would be 2020 2021 year to complete]			
7	Students have a maximum of 10 years to complete; latest possible would be 2030-2031 year to complete Is there mobility associated with this program termination? If yes, please select one of the following mobility activity types. Dual Degree Program	Yes	N	No X	

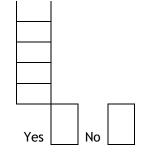
Joint Degree Program Internship Abroad Program Term Abroad Program Taught Abroad Course Student Exchange Program

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

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

¹ How will tuition be assessed?

	Standard Undergraduate per credit		1		
	Standard Graduate per credit		1		
	Standard Graduate per term		1		
	Non standard per credit*		1		
	Non standard per term*		1		
	Other *		1		
	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?	1			
•]			
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?	1			
] __	1	г	
4	Does proponent's proposal contain detailed information regarding requested tuition?	Yes		No	
	If NO, please describe.	1			
_]			
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	1			
,]			
6	IPA Additional comments?	1			
7]			
7	Will students outside the program be allowed to take the classes?	1			
0]			
8	If YES, what should they be assessed? (This is especially important for program based.)	1			
0]			
9	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)? Page 31 of 33				



¹⁰ Do standard cancellation fee rules apply?

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

¹² Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?

¹³ If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

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).

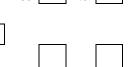
NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

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

- Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
 Has TLSE, Admissions, been informed about this new / revised program?
 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
 Has CGPS been informed about this new / revised program?
 Has TLSE, Transfer Credit, been informed about any new / revised courses?
 - 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
 - 7 Has the Library been informed about this new / revised program?
 - 8 Has ISA been informed of the CIP code for new degree / program / major?
 - 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

b. Fee Review Committee

Yes	No	
Yes	No	
Yes	No	
Yes	No	



No

No

Yes

Yes



- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Degree-level Certificate in Foundations in Studio Art
SUBJECT: COUNCIL ACTION:	Degree-level Certificate in Foundations in Studio Art For Information Only

SUMMARY:

At its meeting of January 5, 2022, the Academic Programs Committee approved a degree-level certificate in Foundations in Studio Art in the College of Arts and Science, This new certificate follows the college's existing template for certificate programs.

The Academic Programs Committee recognised that this certificate program will form a suite of options in studio art with the proposed intermediate and advanced certificates in Studio Art and will allow students from across campus and outside the institution interested in studio art practice an opportunity to achieve a credential and will provide a good grounding in the breadth of studio art offerings at Usask.

ATTACHMENTS:

1. Degree-level Certificate in Foundations of Studio Art.



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Foundations of Studio Art

Field(s) of Specialization: Foundations of Studio Art

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Susan Shantz Professor, Department of Art and Art History <u>susan.shantz@usask.ca</u> 306-966-4216

Lisa Vargo Professor, Department of English Department Head, Department of Art and Art History 306-966-5500

Proposed date of implementation: May 2022

Proposal Document

The Department of Art and Art History has been interested for the past few years in offering a smaller credential with a focus on Studio Art practices. No degree-level programs like this exist in Saskatchewan and there are several potential audiences which could be well-served by this type of program. Most other provinces have 1 and 2-year Certificates/Diplomas in fine arts at Colleges/PolyTech universities, with transfer agreements to universities for those students who wish to continue to a BA/BFA.

Though this program does not include any courses at the 200-level, it does fulfill the requirements for a certificate program, as set out in the existing, approved template. As there are a large number of 100-level ART courses, and students need to take most of these to achieve the necessary breadth for Studio Art programs, the college has long standing policies to recognize that this breadth also creates depth. The following is copied from the Studio Art page of the Catalogue:

Note: For students not majoring or minoring in Studio Art, the second 6 100-level ART credit units taken will count as senior credit units. The first 6 100-level ART credit units and additional (above 12 credit units) 100-level ART units will be counted as junior credit units.

For students majoring or minoring in Studio Art, who take several 100-level courses in the subject of their major, the first 6 100-level credit units taken will be counted as junior and the remaining 100-level courses in that subject will be counted as senior.

Per these existing rules, it is consistent to count at least 6 credit units of 100-level courses as senior (200-level or above). As it can be argued that all of the courses included in the program are "core courses", this fulfills the template requirement.

Impact on the department: Students in the Certificate program would take existing classes with students in our BA/BFA programs. If they so wish, they could subsequently continue to a degree program in the department.

Resources: Existing resources are sufficient to support this smaller credential program in Studio Art. In addition to on-campus offerings, several of the 100-level courses are offered at regional colleges, providing wider geographic access and additional capacity. ART 110.3 is proposed as a program requirement – this course is offered fully on-line, which also helps to increase accessibility. Currently, some department faculty members are considering maintaining on-line offerings of introductory studio classes post-Covid. (Having had to develop on-line studio curriculum during this time, some faculty members are experiencing the potential benefits, in terms of access and capacity, of continuing annual offerings in this format).

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 Foundations of Studio Art.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will allow a wide range of students to be recognized for the development of artistic skills and practice. The mix of required and elective courses will guide students to necessary competencies in this area of study, but also allow them to choose additional areas of art which are of particular interest to them.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on October 12, 2021, as did the College Faculty Council on November 24, 2021.

Program Description

Degree Level Certificate in Foundations of Studio Art

The Foundations of Studio Art Certificate will allow students to develop training in studio art through a focused course of study. Through the number and breadth of introductory courses offered at this level, students will connect and build their skills and knowledge through the study of a variety of studio media and practices. Students in the Certificate program will take classes with students in the regular BA/BFA programs, graduating with a different credential. If they wish, they can continue to Intermediate and Advanced Certificates or a degree program in the department.

Major Average

The major average in the Certificate in Foundations of Studio Art includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Foundations of Studio Art, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

• Minimum credit units required in the program

See Residency for additional details.

Requirements (24 credit units):

- ART 110.3 Art Today Ideas and Practices
- ART 112.6 Drawing I Foundation
- ART 141.3 Sculpture I Foundation

Choose **12 credit units** from the following:

- ART 111.6 Painting I Foundation
- ART 136.3 Digital and Integrated Practice I Foundation
- ART 151.3 Introductory Printmaking I
- ART 152.3 Introductory Printmaking II
- ART 161.3 Foundation in Photography I

Notice of Intent: Foundations of Studio Art: Certificate

The Department of Art and Art History has been interested for the past few years in offering a smaller credential with a focus on Studio Art practices. No degree-level programs like this exist in Saskatchewan and there are several potential audiences which could be well-served by this type of program. Most other provinces have 1 and 2-year Certificates/Diplomas in fine arts at Colleges/PolyTech universities, with transfer agreements to universities for those students who wish to continue to a BA/BFA. As these programs do not best serve students who are unable to relocate, the introduction of a similar-level program here will increase accessibility. The proposed program would provide the opportunity for students interested in studio practice, but not currently interested in a degree, to earn a credential in this area. The College recognizes the value of certificate programs as alternative or additional credentials, both for students as well as future employers.

The department, over the past year, has consulted with various potential stakeholders, all of whom have been enthusiastic and supportive of the proposed Certificate. These stakeholders include the Chair of the Saskatchewan Art Education Association, Ann Donald, who feels, along with her colleagues, that there is a need for a smaller studio credential in the province for students with strong skills in art but who currently may not choose to attend university or who may leave the province for a studio-focused College certificate or diploma in art elsewhere. Gisèle Piché, Coordinator of the non-credit Community Arts and Artisanship program, sees the proposal for a credit Certificate as complementary to the existing non-credit certificates, allowing interested students to build on those and take credit-level studio courses to continue to develop their passionate interest in art. We also met with Indigenous program experts in the College of Arts and Science, Angela Jaime (Vice-Dean Indigenous) and Sandy Bonny (Team Lead, ISAP and STEM Access Initiatives) who mentioned a need for this smaller credential among Indigenous artists who would benefit from an accessible accreditation to teach art in their communities. As conversations with these three groups revealed, there is a perceived need for a Certificate program within the wider community, and the introduction of such a program has the potential to strengthen relations with existing communities, including those in rural areas and with Indigenous peoples.

In addition to these groups of potential students, we are also aware of quite a few students who began working toward a degree in studio art but did not complete the program. These students, depending on the number of courses already taken, could complete a certificate program. It is hard to quantify potential enrolment from the potential new student groups though we anticipate support and interest with possible new registrations of ten students annually. Existing students may also complete this Certificate as long as they still have requirements to complete after the implementation date. (Existing student numbers are not included in projected additional enrolments, but could produce significant Certificate graduates). The College of Arts and Science, and the university more broadly, are interested in recruitment, retention, and degree completion – the proposed Certificate supports all of these goals by offering students a smaller commitment of resources (financial and time) to

completion, with the option of building on this base towards additional credentials in the future.

The proposed Foundation Certificate in Studio Art will not duplicate any existing programs. It is designed as a smaller program of courses with a breadth of studio practices – a foundation, as the name implies (and as is the title of most of our 100-level studio courses). While foundational, it should be noted that given the number and breadth of studio courses offered at this level, students connect and build their skills and knowledge as they proceed through the foundation program. Students in the Certificate program would take the classes with students in our BA/BFA programs, graduating with a smaller credential; if they so wish, they could subsequently continue to a degree program in the department. Like all students studying Studio Art, Certificate students will engage in "courageous curiosity" and discovery – the first commitment in the 2025 University Plan, which this proposal fully supports.

Existing resources are sufficient to support this smaller credential program in Studio Art. In addition to on-campus offerings, several of the 100-level courses are offered at regional colleges, providing wider geographic access and additional capacity. ART 110.3 will be proposed as a program requirement – this course is offered fully on-line, which also helps to increase accessibility. Currently, some department faculty members are considering maintaining on-line offerings of introductory studio classes post-Covid. (Having had to develop on-line studio curriculum during this time, some faculty members are experiencing the potential benefits, in terms of access and capacity, of continuing annual offerings in this format). No additional faculty resources are needed as students would enrol in existing courses. Studio space, library resources and IT support are sufficient for this Certificate program. There are no perceived risks associated with offering this program – indeed, we see potential benefits in terms or attracting and retaining students (recruitment/retention) and encouraging program completion.

The anticipated date for implementation is May 2022. This would allow students to begin the Certificate by selecting one or more of our many 100-level spring/summer course offerings (including recent high school graduates who can take summer courses upon acceptance to the U of S).

Consultation with the Registrar Form – Record of Approvals

On Nov 29, 2021, at 3:52 PM, Warrington, Seanine <<u>seanine.warrington@usask.ca</u>> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following 5 new degreelevel undergraduate certificates and the termination of one minor, for implementation in May 2022:

- 1. Certificate in Intermediate Studio Art
- 2. Certificate in Advanced Studio Art
- 3. Certificate in Foundations of Studio Art
- 4. Certificate in Statistical Methods
- 5. Certificate in Astronomy
- 6. Deletion of Astronomy Minor

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, I believe that you and Alexis have been in touch about the fact that standard tuition amounts and method of assessment are included in these proposals. I don't believe any IPA or Board approvals are required, but please do reply-all if this is incorrect!

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>
Sent: Monday, November 29, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason
<jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: Re: Consultation with the Registrar Forms - College of Arts & Science

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 - <u>306-966-6723</u> Cell Phone - <u>306-280-6178</u> Fax - <u>306-966-6730</u>

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, November 30, 2021 7:22 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Many thanks for checking with me Seanine.

Everything appears to be in order from my perspective.

Cheers,

Lorin

Lorin Elias, PhD (he/him) Vice-Dean Academic & Professor of Psychology College of Arts and Science | University of Saskatchewan Treaty 6 Territory and the Homeland of the Métis

Office Phone: 306-966-6670 Email: <u>Lorin.Elias@usask.ca</u> <u>https://artsandscience.usask.ca/profile/LElias#/profile</u>

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Wednesday, December 1, 2021 10:40 AM
To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Elias, Lorin <<u>lorin.elias@usask.ca</u>>; Isinger,
Russ <<u>russell.isinger@usask.ca</u>>
Cc: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>; Doell, Jason <<u>jason.doell@usask.ca</u>>; Zagiel, Eileen
<<u>eileen.zagiel@usask.ca</u>>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

Hi Seanine,

As we discussed in a separate mail, IPA was not aware that these certificates were coming forward to APC. I have been in touch with Alexis now and we will sort this out regarding the budget templates.

Given that standard tuition rates will be used, there is no separate tuition approval required.

Cheers, -Jennifer

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, December 1, 2021 10:46 AM
To: Beck, Jennifer <jennifer.beck@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>; Isinger, Russ
<russell.isinger@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen
<eileen.zagiel@usask.ca>
Subject: RE: Consultation with the Registrar Forms - College of Arts & Science

OK, thanks Jennifer!

Amanda, we can consider the CWRs to be signed for these program proposals,

Seanine

From: Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Sent: Thursday, December 2, 2021 9:45 AM
To: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>>
Subject: RE: Signed Consultation with the Registrar forms - pending proposals

Hi Alexis,

This was discussed with the Provost yesterday and she confirmed that given that these new certificates are being created from existing courses within existing programs, that at this time, she will not require the completion of the financial budget template. Given that we are still working through the administrative process related to the program approvals changes, this might change in the future but if it does, it will be clearly communicated upfront.

Cheers, -Jennifer

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.

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

Certificate in Foundations of Studio Art [CFSA - Cert in Foundations Studio Art] - 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?

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:

CFSA - In Cert in Found Studio Art - suggested Banner code and description

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

Arts and Science [AR]

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

10

9

7

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.

SART [Studio Art] - exists in Banner

Yes	Х	No	
Yes		No	Х



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

	Is an existing program being revised?	Ň
	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 Foundations of Studio Art [CFSA - Cert in Foundations Studio Art] - suggested Banner code and description	
3	What is the name of this new/revised program?	
	Certificate in Foundations of Studio Art [CFSA - Cert in Foundations Studio Art] - suggested Banner code and description	
4	What other program(s) currently exist that will also meet the requirements for this same degree(s)?	
	n/a	
5	What College/Department is the academic authority for this program?	
	College of Arts and Science [AR] / Department of Art and Art History [ARTH]	
6	Is this a replacement for a current program?	· ·
7	If YES, will students in the current program complete that program or be grandfathered?	
8	If this is a new graduate program, is it thesis-based, course-based, or project-based?	
9	If this is a new non-degree or undergraduate level program, what is the expected completion time?	
	1 year (total of 24 cu's)	

Section 3: Mobility

1

Is this a new program?

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

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

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

Yes	Х	No	
Yes		No	Х

	i i		
Yes	No	Х	

Yes No X

Dual Degree

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

International Mobility (one jurisdiction is outside of Canada)

- Professional Internship Program
- Faculty-Led Course Abroad
- Term Abroad Program

Joint Program Joint Degree

2

4

5

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

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

⁵ What is the name of the external partner?

⁶ What is the jurisdiction for the external partner?

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

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

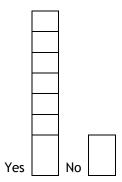
If you've answered NO, please continue on to the next section.

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

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

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

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



	Yes		No	Х	Revised	
--	-----	--	----	---	---------	--

- ¹ Is this a new or revised disciplinary area attached to an existing graduate degree program? If you've answered NO, please continue on to the next section.
- ² If YES, what is the name of this new / revised disciplinary area?
 - 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 <u>and</u> what allocation percentage is assigned to each? (Note must be whole numbers and must equal 100.)

4b

3

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

- Is this a new college, school, center, or department?
 Is an existing college, school, center, or department being renamed?
 Is an existing college, school, center, or department being deleted?
 If you've answered NO to each of the previous two questions, please continue on to the next section.
- ² What is the name of the new (or renamed 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?

Yes	No	Х	
Yes	No	Х	
Yes	No	Х	

es No X Revised

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

- ⁶ Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- ⁷ Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information

1

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

	No	
2	If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?	
3	Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?	
4	Does the program timetable use standard class time slots, terms, and sessions? If NO, please describe.	Yes No
5	Does this program, due to pedagogical reasons, require any special space or type or rooms? If YES, please describe.	Yes No

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

Section 8: Admissions, Recruitment, and Quota Information - 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?

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

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

17

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)

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)?

Anticipate about 10 students per year

Section 11: Schedule of Implementation Information

¹ What is the start term?

202205 [May 2022]

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

Yes No X

If YES, what and by what date?

Section 12: Registration Information

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 X 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 X No Who will approve grades (Department Head, Assistant Dean, etc.)? 2 As per current set-up Section 14: T2202 Information (tax form) Yes X No Should classes count towards T2202s? Section 15: Awards Information No X Will terms of reference for existing awards need to be amended? 1 Yes If this is a new undergraduate program, will students in this program be eligible for College-specific awards? 2 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 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes X No 1 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?

1

Yes

No X

	If yes, what is the name of the program?	_		
2	What is the effective date of this termination?	-		
3	Will there be any courses closed as a result of this termination?	Yes	No	
	If yes, what courses?		_	
4	Are there currently any students enrolled in the program?	Yes	No	
	If yes, will they be able to complete the program?		_	
5	If not, what alternate arrangements are being made for these students?			
6	When do you expect the last student to complete this program?			
7	Is there mobility associated with this program termination?	Yes	No	
	If yes, please select one of the following mobility activity types.		_	
	Dual Degree Program			
	Joint Degree Program			
	Internship Abroad Program			
	Term Abroad Program			
	Taught Abroad Course			
	Student Exchange Program		_	
	Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.	Vaa		
	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?

	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 (TC08)				
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.				
	As per current set-up				
12	Are you moving from one tuition code (TC) to another tuition code?	Yes		No	Х
	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,	ľ			
	explain the amount.	Yes	Х	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).				
	\$16,876.80 (based on 2021-2022 tuition rate and 24 cu's at TC08)				

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

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

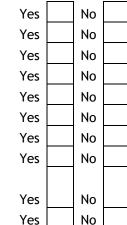
- Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? 1 Has TLSE, Admissions, been informed about this new / revised program? Yes 2 Has TLSE, Student Finance and Awards, been informed about this new / revised program? 3 Yes Has CGPS been informed about this new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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):



IPA Representative(s):

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Paul Jones, Chair, Nominations Committee of Council
DATE OF MEETING:	January 27, 2022
SUBJECT:	Associate Vice President Research Review Committee nominations
DECISION REQUESTED:	(Jones/Lamb): It is recommended that Council approve the nomination (listed below) to the Associate Vice President Research, Dr. Darcy Marciniuk's review committee effective immediately.

DISCUSSION SUMMARY:

The Nominations Committee met on January 12, 2022, to consider nominations of GAA members to the Review Committee for Associate Vice President Research, Dr. Darcy Marciniuk. In its decision processes, the Nominations Committee considers the particular vacancy, the list of volunteers to Council committees, the list of GAA and Council members (depending on the vacancy), the representation of disciplines, areas of expertise and EDI, and then discusses who may be interested and willing to serve on different university search and review committees.

The committee recommends the following GAA members to serve on this Review Committee:

Sherif Faried, Electrical and Computer Engineering Harley Dickinson, Sociology Ahmad Al-Dissi, Veterinary Pathology

REFERENCES/ATTACHMENTS:

Board-approved Search and Review Committee Procedures: https://governance.usask.ca/documents/governing/search-review.pdf

Promotions Appeal Panel Membership 2020/21

From this roster, the members are chosen for Promotion Appeal Committees (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

16.3.5.1 <u>Appeal Panel</u>. An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;
- b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

16.3.5.2 <u>Promotions Appeal Panel</u>. The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

То	June	30,	2021	
-		-		

10 June 30, 2021	
Sabine Banniza	Plant Sciences
Angela Bowen	Nursing
Neil Chilton	Biology
Ken Coates	Johnson-Shoyama School of Public Policy
Ekaterina Dadachova	Pharmacy and Nutrition
Ralph Deters	Computer Science
Anh Dinh	Electrical and Computer Engineering
Stephen Foley	Chemistry
John Gordon	Medicine
Leslie Howe	Philosophy
David Mykota	Education Psychology and Special Education
Emer O'Hagan	Philosophy
Rob Pywell	Physics and Engineering Physics
Nazmi Sari	Economics
Jim Waldram	Anthropology and Archaeology
Chris Zhang	Mechanical Engineering

To June 30, 2022

Sina Adl	Soil Science
Angela Bedard-Haughn	Soil Science
Phil Chilibeck	Kinesiology
Dirk De Boer	Geography and Planning
Roy Dobson	Pharmacy and Nutritian
Tamara Larre	Law

Bram Noble Mark Olver Jaswant Singh Chris Soteros Lisa Vargo Ryan Walker Phil Woods Valerie Thompson Susantha Gomis

To June 30, 2023

Kirsten Bett Bev Brenna Egan Chernoff Valery Chirkov John Gjevre Donna Goodridge Jim Handy Janet Hill **Emily Jenkins** Vikram Misra **Ingrid Pickering** Jerzy Spzuner Verna St. Denis Karen Tanino Stephen Urquhart Keith Walker Alex Wilson

Geography and Planning Psychology Veterinary Biomedical Sciences Mathematics and Statistics English Geography and Planning Nursing Department of Psychology Department of Veterinary Pathology

Plant Sciences Curriculum Studies Curriculum Studies Psychology Medicine Nursing History Veterinary Microbiology Veterinary Microbiology Veterinary Microbiology **Geological Sciences Mechanical Engineering Educational Foundations Plant Sciences** Chemistry **Education Administration Education Foundations**

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Paul Jones, Nominations Committee Chair
DATE OF MEETING:	January 27, 2022
SUBJECT:	Annual Call for Nominations to Council, Council Committees, and Collective Agreement Committees
COUNCIL ACTION:	For Information Only

SUMMARY:

In keeping with the principles of democratic and collegial governance of the University of Saskatchewan, University Council membership is renewed annually by March 31 through a nomination and election process. In addition, faculty, librarian, and sessional lecturer representation on Council, USFA Collective Agreement, and other Council-elected committees is renewed annually in May. This year, the deadline for nominations to Council will be *February 18, 2022*, and the call-for-interest deadline to serve on Council, Collective Agreement, and other Council-selected committees will be *April 8, 2022*.

Details on the number of vacancies, nominations forms, and the Council election will be forthcoming from the Governance Office in early February. This information item is intended to garner interest across the campus community for service on these important academic governing bodies and committees.

Council Nominations & Elections

Council Bylaws state that annual elections for Council will be completed by March 31 each year. Nominations will consist of an individual's written indication of eligibility and willingness to stand for election. Nominations need only be signed by the individual standing for election. Individuals can also self-nominate.

If you wish to stand as a candidate for election to University Council, nominations forms will be provided broadly, and can be completed and returned to the Governance Office by *Friday, February* **18, 2022, 4:30pm.** Nominees will be asked to submit a brief statement (no more than 250 words) in which they are introduced and their reasons for standing for election to Council are communicated. This information will be made available to voters to assist in their choice of candidate(s).

A faculty member may stand for election as a member-at-large according to the following section of the *University of Saskatchewan Act, 1995*:

(1) Section 53(2)(i) (Members at large)

"54 faculty members who have been elected by faculty members."

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."

Voting will be conducted through PAWS. Faculty members will be notified by email when the elections channel is open, and of the results once the election has concluded.

Faculty members may also choose to nominate themselves or a colleague as college representatives in accordance with Section 53(2)(b) of the Act, i.e., Council membership will include "one faculty member representing each college and affiliated and federated college who is a member of the college and who has been elected by the members of the college." Colleges are responsible for the selection of their representatives on University Council.

Call for Interest: Council Committees & USFA Collective Agreement Committees

Each year, the Nominations Committee of Council invites members of the General Academic Assembly (faculty members and librarians), Council members, and sessional lecturers to step forward and offer to serve on university committees. In accordance with the Council Bylaws, "the Nominations Committee will present its nominations to Council at the May meeting and otherwise as required when vacancies occur" (Part One Section IV 1(e)).

Council Committees are the mechanism through which collegial university governance is achieved. The Nominations Committee's terms of reference direct it to find members who are broadly representative of the disciplines of the university, and to strive for equity, diversity, and inclusion in representation. Nominees are selected for their experience, demonstrated commitment, and potential for significant contributions to committee functions.

The deadline to volunteer or to nominate someone will be *Friday, April 8, 2022*. Please consider volunteering, encouraging colleagues to express their interest to the Nominations Committee, and/or nominating someone to serve on a Council or a USFA Collective Agreement committee.

Nomination forms and further details will be forthcoming. Please contact Michelle Kjargaard in the USask Governance Office at <u>michelle.kjargaard@usask.ca</u> for information.

REFERENCE MATERIALS AND INFORMATION:

- Current Council membership: <u>https://governance.usask.ca/council/#Members</u>
- Information on Council Committees: <u>https://governance.usask.ca/council/#Committees</u>
- USFA Collective Agreement committees populated by Council (through the Nominations Committee) include the Promotion Appeals Panel and the Renewal and Tenure Appeals Committee.
- The Policy Oversight Committee, the Joint Committee on Chairs & Professorships, and Senior Administrator Search and Review Committees also include representation selected by Council, as recommended by the Nominations Committee.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon, Chair, Governance Committee
DATE OF MEETING:	January 27, 2022
SUBJECT:	Rescind Delegation of Council Authority to the Executive Committee under an Emergency Situation
COUNCIL ACTION:	For Information Only

SUMMARY:

This information item to University Council is in follow-up from President Stoicheff and Council Chair Susan Detmer having confirmed on January 20, 2022, that their December 23, 2021, decision (see attached) to enact the Council Bylaws¹ clause on an 'emergency situation' has been lifted. Therefore, the Governance Committee considered that their motion passed on December 23, 2021, should also be rescinded. On January 20, 2022, the following motion (Wotherspoon/Dadachova) was rescinded by email vote:

(Wotherspoon/Detmer): That the Governance Committee assign responsibility to the Executive Committee of Council to decide on urgent matters on behalf of University Council and take necessary measures in light of COVID-19 in the best interest of the University of Saskatchewan to deliver on the core academic mission while also ensuring the health and safety of the campus community.

This rescindment² is effective January 27, 2022, the date of the University Council meeting.

ATTACHMENTS:

 Memo of December 23, 2021, from the Governance Committee of Council to University Council on the delegation of academic decision-making authority to the Council Executive Committee

¹ 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 (Council Bylaws, Part One III. 5 (i)).

² "The motion to rescind is not retroactive, so any actions emanating from the original motion remain valid." (Kerr & King, 1996, §145) No such actions were taken during the period in which this delegation was in effect, i.e., from December 23, 2021, to January 26, 2022.



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MEMORANDUM

RE:	PANDEMIC PLANNING: ACADEMIC DECISION-MAKING PROCESSES
DATE:	December 23, 2021
FROM:	Terry Wotherspoon Chair, Governance Committee of Council
TO:	Members of University Council

The University of Saskatchewan is taking appropriate measures to ensure the safety of the campus community for the return to classes in January 2022. The Omicron COVID-19 variant will have an impact on Saskatchewan, and it important that the work of the University, including governance and the academic mission, continue with minimal interruption.

In preparation for the potential need for expedited decision-making to ensure the safe and effective delivery of academic programming in Winter 2022, the Governance Committee of Council has taken steps to act in accordance with following clause from the Council Bylaws:

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 (Council Bylaws, Part One III. 5 (i)).

President Stoicheff and Council Chair Susan Detmer confirmed the need to enact emergency measures this morning, December 23, 2021. Therefore, the Governance Committee approved the following motion, which will allow for academic decision-making to occur quickly in response to the ever-evolving challenges posed by the pandemic.

(Wotherspoon/Detmer): That the Governance Committee assign responsibility to the Executive Committee of Council to decide on urgent matters on behalf of University Council and take necessary measures in light of COVID-19 in the best interest of the University of Saskatchewan to deliver on the core academic mission while also ensuring the health and safety of the campus community.

This empowers the Executive Committee of Council (which is comprised of the Council Committee Chairs) with decision-making authority on behalf of Council, between now and the January 27, 2022, meeting of University Council, including over the holidays. We are grateful to the Executive Committee for taking on this additional responsibility.



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We also wish to acknowledge and thank the PRT for their ongoing efforts and guidance in keeping the campus community safe during these challenging times.

cc: Peter Stoicheff, President and Vice Chancellor Susan Detmer, Chair, University Council Chelsea Willness, University Secretary & Chief Governance Officer Jacquie Thomarat, Director, Academic Governance