

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, March 17th 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 onikānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamāhk 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 March 14, 2022)

1. Call to Order
2. Tributes (none)
3. Adoption of the agenda
4. Chair’s Opening remarks
5. Approval of Minutes of the meeting of January 27, 2021

6. **Business Arising**
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: E.D. Tymchatyn Chair in Topology

It is recommended that Council approve the E.D. Tymchatyn Chair in Topology and recommend that the Board of Governors authorize the establishment of this chair effective July 1, 2022.
12. **Academic Programs Committee**
 - 12.1 Request for Decision: Change to Admissions Qualifications-Doctor of Medicine (MD) program

It is recommended that Council approve the changes to the admissions qualifications for the Doctor of Medicine (MD) program, effective the dates outlined in the proposal.
 - 12.2 Request for Decision: Change to Admissions Qualifications- Master of Education in School and Counselling Psychology

It is recommended that Council approve the changes to the admissions qualifications for the Master of Education in School and Counselling Psychology, effective the 2023-24 admissions cycle.
 - 12.3 Request for Decision: Change to Admissions Qualifications for the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance

It is recommended that Council approve the changes to the admissions qualifications for the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and Kanawayihetaytan Askiy Diploma and Indigenous Lands Governance, effective the 2023-24 admissions cycle.
 - 12.4 Request for Decision: Academic and Curricular Nomenclature

It is recommended that Council approve the changes to Academic and Curricular Nomenclature (the Nomenclature Report), effective immediately.
 - 12.5 Report for information: Change to Academic Calendar 2022-23
13. **Nominations Committee**
 - 13.1 Request for Decision: Dean of Dentistry Search Committee nominations

It is recommended that Council approve the nomination of Dr. Marilyn Baetz, Department of Psychiatry, to the search committee for the Dean of Dentistry effective immediately.

14. PPC/TLARC/RS AW Committees

14.1 Renewal of Research Signature Areas – Presented by Dr. Baljit Singh, Vice President Research; Tonya Wirchenko, Manager, Executive Initiatives and Projects

14.1.1 Report for information: Signature Areas of Research

14.1.2 Request for Input: Signature Areas of Research Support Strategy

15. Governance Committee

15.1 Notice of Motion: Revisions to Council Bylaws

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

16. Other business

17. Question period

18. Adjournment

*Next Council meeting is April 21, 2022 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the Executive Committee: March 28, 2022.*

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/95939633382?pwd=aHBYVnhrNDI2SIFKR3NZMXlqb0ZNUT09>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/95939633382>

Join by Video Conferencing Device (SIP):

95939633382@zoomcrc.com

Meeting ID: 959 3963 3382

Passcode: 77026817

Telephone Passcode: 77026817

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 Emeritus Robert Besant from the Department of Mechanical Engineering presented by Professor Carey Simonson.

3. Adoption of the agenda

(Grosvenor/Kresta): *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.

There was a moment of silence for the Williams Lake First Nation in British Columbia where 93 burial sites were uncovered, the latest such discovery in the past year. On behalf of Council, the Chair offered our sincere condolences to the community and to the families affected by this news.

The Chair indicated that due to the length of today's agenda, non-decision item (information item) questions will be deferred to question period.

She also reminded members that there is no Council meeting in February for the mid-winter break.

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 were and extended update from the Pandemic Response and Recovery Team (PRT), and the EDI Strategy and Action Plan.

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

(Gjevre/Willoughby): *That the minutes be approved.*

CARRIED.

6. Business Arising

Dr. Detmer gave a brief statement regarding the items under 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) – [University Council Elections webpage](#).
- 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

Greg Fowler, Vice President Finance and Resources, responded to the question arising from the December 16, 2021, Council meeting. He indicated that Quarterly Financial Reports are provided to the Board of Governors through the Audit and Finance Committee. He noted for Council members that further information is available online at the following link: <https://leadership.usask.ca/priorities/finances.php>.

6.5 ICT Policies and Research Implications – Dr. Airini, Provost and Vice President Academic
Dr. Airini, Provost and Vice President Academic, reported that her office has been in communication with ICT and the Vice President Research Office on the matter. Dr. Majorie Delbaere, Chair of RSAW, also provided an update on RSAW's consideration of the issue.

7. Report of the President

President Peter Stoicheff shared condolences for Professor Besant, and for the families and communities affected by the discovery of burial sites at Williams Lake First Nation.

The President welcomed Council members to 2022, and thanked everyone for their patience, understanding, flexibility in handling the challenges brought on by COVID-19. He highlighted the commitment of the Facilities and Maintenance teams and thanked them for their work and leadership throughout the course of the pandemic. He also reported that the *Post-Pandemic Shift Report* has received considerable attention from Universities Canada and all levels of government. He thanked those who contributed to its development.

Questions were deferred to Question Period.

8. Report of the Provost

Dr. Airini, Provost and Vice President Academic, echoed tribute to Professor Besant. She thanked the President and Chair for acknowledging the Williams Lake First Nation burial site discovery. She thanked the Tuition Advisory Group and students for their engagement in recent tuition consultations. Dr. Airini also summarized the activities planned from January to March regarding Resource Allocation.

Dr. Patti McDougall, Deputy Provost, provided remarks regarding USask's Black History Month activities and learning opportunities.

Dean, Dr. Doug Brothwell, reported that the College of Dentistry became a fully accredited program as of this year. The Dental Assisting program that was opened three years ago also received this status.

Questions were deferred to Question Period.

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

Dr. Darcy Marciniuk, Associate Vice-President Research and PRT Chair provided an update on the university's response to the COVID-19 pandemic. He reiterated the supports and resources available on campus. He stated that an update on return-to-campus activities would be provided next week. Dr. Marciniuk thanked members of the campus community for their commitment to safety and wellbeing of all faculty, students, and staff. He expressed hope for the spring and summer based on recent, expert data modelling.

Questions were deferred.

10. Student Societies

10.1 Report from the USSU

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

10.2 Report from the GSA

Devin Cherneski, Vice President Academic of the GSA presented the report on behalf of Rifat Zahan, GSA President.

11. Joint Committee on Chairs and Professorships

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

Dr. Ken Wilson, Vice Provost Faculty Relations, and Chair of JCCP presented the JCCP request for decision.

(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.*

CARRIED.

12. Academic Programs Committee (APC)

Alison Oates, chair of APC, will present the items. Due to the number of items, her verbal remarks on the decision items will be brief, and she will not bring remarks on the information items.

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

(Oates/Deters): *It is recommended that Council approve the termination of the Engineering Professional Internship Program, effective May 2022.*

CARRIED.

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

Dr. Oates clarified an error in the report. The 2-year average is taken from the MPH course-based program, not from the undergraduate program.

(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.*

CARRIED.

Dr. Oates noted that there have been discussions on structure, alignment with priorities, number, and variety of certificates that have occurred at APC, PPC, and the Executive Committee. Further consideration will be given to these strategic questions. She asked that with those conversations ongoing, please consider each of these requests for decision on certificates individually.

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

(Oates/Deters): *It is recommended that Council approve the new degree-level certificate template for the College of Arts and Science, effective immediately.*

CARRIED.

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

(Oates/Deters): *It is recommended that Council approve the degree level certificate in Intermediate Studio Art, effective May 2022.*

CARRIED.

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

(Oates/Deters): *It is recommended that Council approve the degree level certificate in Advanced Studio Art, effective May 2022.*

CARRIED.

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

Dr. Detmer noted that there were two motions, which would be dealt with separately.

(Oates/Deters): *It is recommended that Council approve the graduate degree-level certificate in Social Economy, Cooperatives, and the Non-Profit Sector, effective May 2022.*

CARRIED.

(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.*

CARRIED.

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

Dr. Detmer noted that there were two motions, which would be dealt with separately.

(Oates/Deters): *It is recommended that Council approve the suite of degree-level certificates in Professional Communication in the College of Engineering, effective May 2022.*

CARRIED.

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

CARRIED.

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

(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.*

CARRIED.

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

(Oates/Deters): *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.*

CARRIED.

Questions on the APC reports for information were deferred to question period.

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

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

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

(Jones/Lamb): *It is recommended that Council Council approve the nominations to the Associate Vice President Research, Dr. Darcy Marciniuk's review committee effective immediately.*

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

CARRIED.

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

Dr. Jones noted the deadlines for upcoming nominations and calls-for-interest for Council membership and committees.

14. Governance Committee

Dr. Terry Wotherspoon, Chair of the Governance Committee presented one information item.

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

15. Planning and Priorities Committee (PPC)

Dr. Darrell Mousseau, Chair of PPC, introduced the report and welcomed Dr. Airini and Dr. Vince Bruni-Bossio, Interim Associate Provost, Strategic Priorities to present the report for information.

15.1 Report for information: Government Funding Report 2021-22 Verbal Report – presented by Dr. Airini, Provost and Vice-President Academic and

Dr. Airini and Dr. Bruni-Bossio recalled that USask is receiving term funding over two years from the Government of Saskatchewan for investments in strategic priorities. Dr. Airini expressed gratitude for the strong relationship with USask and the government. She reported that the advice of PPC had been solicited for reporting on the funding allocations. She committed that further updates to Council would be provided as they become available. Dr. Bruni-Bossio summarized the parameters for funding strategic initiatives. He gave an overview of the types of initiatives that have been funded, the project plans, and processes for reporting.

16. Other business

There were two follow-up questions from the business arising agenda item 6.4 on the reporting of financial variances in 2020-21. Greg Fowler reiterated that the primary reason for the variances was higher than projected investment returns, but that long-term investment returns were still consistent with the ten-year average projections. He stated that the main financial challenge faced by USask has been reductions to the provincial operating grant - not investment returns. He clarified that positive variances were mostly in restricted funds, e.g., student financial aid, research funds, and endowments. He also clarified that none of the surpluses 'flow' to any one office, and that there remains a deficit in the central reserve. He stated that there are financial challenges, but it is not a crisis. All units are contributing to the solutions. He thanked Council for their combined energy and alertness to the questions.

A concern was raised about electronic signature policy for security and authentication, and whether there will be an enterprise level solution for this problem? Dr. Detmer pointed to the legislative framework, and Dr. Airini noted that work is underway to address the policy gap.

A Council member noted that in addition to research and ICT policies, policy problems for faculty are also of an administrative nature, e.g., the travel policy, and procurement of computers and equipment. Dr. Delbaere noted that in November 2021, RSAW had an audience with Procurement regarding the Travel Policy. RSAW would be happy to engage in further dialogue on how to improve such policies so that researchers are not unduly overburdened. Dr. Airini also responded that a review process on administrative services will be underway. Dr. McDougall provided an overview of the process.

A faculty member from the College of Nursing conveyed concerns that the USask location in Regina will be closed in two years. She noted concerns regarding the consultations and the decision-making process. Dr. Airini responded that the redistribution of nursing seats will enable USask to best serve the needs of the Province.

17. Question period

There were no further questions.

18. Adjournment

(Urquhart): The meeting was properly adjourned.

Appendix A: Listing of members in attendance

Attendance Summary - Voting Participants

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

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

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

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

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

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



PRESIDENT'S REPORT TO COUNCIL

March 2022

Statement on Russia and Ukraine

The Russian military invasion of Ukraine is extremely concerning to our University of Saskatchewan community. News about these shocking events and their potential implications for world peace will be troubling for all of us, and particularly for our many Ukrainian and Russian university members. If you need support, I urge you to connect with the wellness resources listed below that are available for students, faculty and staff.

Saskatchewan is home to one of Canada's highest populations of people of Ukrainian descent. The University of Saskatchewan conducts programming and research related to Ukrainian culture, language, politics and history. We have partnerships and student exchanges with institutions in Ukraine. As a result, we have deep and strong relationships with Ukraine.

During this very difficult time, I encourage you to take care of yourselves and of each other.

Student Support

- [Student Affairs and Outreach](#) has a team of social workers who can provide immediate support. You can speak with a member of the team by calling (306) 966-5757 or emailing student.outreach@usask.ca and requesting to speak with an outreach coordinator.
- The [Student Wellness Centre](#) offers a range of supports including physical and mental health care. To make an appointment, you can call (306) 966-5768.
- The [International Student and Study Abroad Centre](#) (ISSAC) offers a wide range of supports for international students. You can speak with a member of the ISSAC team by calling (306) 966-4952 or reaching out by email international.students@usask.ca.
- For students living in residence, you can reach out to the Counsellor in Residence at intake@usask.ca or your student life coordinator at residence@usask.ca.
- [USask Faith Leaders](#) are also available to provide one-on-one spiritual counsel.

Faculty and Staff Support

- [LifeWorks](#), USask's Employee and Family Assistance Program (EFAP) provider, offers a wide range of services including free and confidential counselling, 24 hours a day, 7 days a week.
- [MindBeacon](#) offers virtual mental health support that fits your life.
- For [eligible](#) employees, your [benefit plan](#) covers mental health supports including clinical counsellors, marriage and family therapist, psychologist, psychotherapist and social workers.

Updated COVID-19 Safety Measures

With the news of the Government of Saskatchewan removing the proof of vaccination policy beginning February 14 and lifting the remaining public health orders throughout the province by the end of February, we have reviewed USask's COVID-19 health and safety measures and have developed a plan to move beyond them.

We evaluated the government's announcement, consulted public health officials and legal experts, and most importantly, carefully considered the health and safety of our campus community. Our current health and safety protocols were foundational to our plans to return to as much in-person activity as possible for winter term, and many of those protocols remain important to finishing the term without disruption due to COVID-19. Some measures, however, are being adjusted to reflect the projected declining safety risks that COVID-19 will present to the campus community over time.

Based on public health advice, we changed some measures as of February 14, and we expect to lift a number of other safety measures in the coming weeks. The following outlines our plans and the expected length of time for them to be in place:

- As of February 14, we modified the requirement for all members of the campus community to be [fully vaccinated](#) to participate in on-campus activities. A full 99 per cent of our campus community is fully vaccinated. Those individuals currently engaged with in-person learning or work on a USask campus who are not vaccinated are required to conduct rapid antigen testing and upload results in PAWS three times per week until April 8. Test kits are supplied by the university and available to pick up [at these locations](#) for at-home testing. Students, faculty and staff can book an appointment to receive the COVID-19 vaccine on campus through the [Student Wellness Centre](#).
- Anyone who has an approved accommodation from vaccination is expected to continue the terms of their agreement until April 8.
- Wearing a three-ply single-use mask on all USask campuses and in all indoor locations at all times will be required until April 30.
- As of February 14, **visitors to campus** are no longer required to show [proof of vaccination](#). This includes those attending Huskie games at the PAC and Merlis Belsher Place, as well as those using the Fit Centre and participating in Campus Rec. Masking indoors at such events and activities is still required until April 30.
- Staying home if you are feeling sick (even if it isn't COVID-19 or you are not sure, and even if you have a negative rapid COVID test result) and not coming to campus until you are symptom free for 48 hours is required until further notice.
- Using rapid COVID test kits to test yourself prior to any social or non-essential gatherings in person with others is advised. A list of locations to pick up rapid testing kits throughout the province is available [here](#).

The university has a responsibility to implement the necessary measures to protect students, faculty, staff, and visitors to campus from known dangers on campus, such as the spread of COVID-19. As part of this obligation, we have carefully considered the unique health and safety concerns of our campus community and the fact that our current COVID-19 measures are integral as we return to as much in-person activity as possible for winter term. As the need for COVID-19 safety measures declines in the province, the unique health and safety challenges facing universities require us to be thorough and deliberate in changing USask measures. Unlike most other settings in the province, USask has a very large number of people in a tightly defined geographic area, with a relatively small number of buildings—including health-care facilities.

At this time, with the effects of the pandemic projected to continue in Saskatchewan for a while longer, we believe the health and safety measures outlined above are necessary to ensure the safety of our campus community and beyond, which is our top priority. This approach will enable us to successfully complete winter term and offer the level of in-person activity originally planned.

Seven USask Alumni honoured with Achievement Awards

The University of Saskatchewan announced the 2022 winners of the Alumni Achievement Awards, one of the university's highest honours. This year's seven recipients embody the university's aspiration to *be what the world needs* because of their significant accomplishments and contributions since graduating from USask. Alumni Achievement Awards are presented to notable USask alumni for their accomplishments and impact on their communities and the world. Award recipients are nominated by their peers and chosen for their achievements and innovation, commitment to excellence, community engagement and leadership, as well as contributions to the social, cultural, and economic well-being of society.

Each of the winners has made outstanding contributions and earned recognition for excellence in their respective fields, which include health care, energy research, business and entrepreneurship, community building, writing and literature, and university-community partnerships related to global water security and research.

Later this spring, honourees will gather in person to receive their award and celebrate their achievements. More information on the Alumni Achievement Awards can be found at alumni.usask.ca

Alumni Lifetime Achievement Award

As the highest honour presented by the University of Saskatchewan Alumni Association, this award recognizes an alumnus/alumna for an outstanding lifetime of accomplishments and contributions to the social, cultural and economic well-being of society in any area, such as academics, athletics, arts, business, not-for-profit, public, or private sector.

- **Dennis Whyte (BE'86):** Dr. Whyte, an educator and mentor at Massachusetts Institute of Technology (MIT), has spent the last 35 years in pursuit of the production of fusion energy—a clean energy source with the potential to provide a monumental breakthrough in the battle against climate change.
- **Gordon Haddock (BComm'72) and Maureen Haddock (BEd'70):** For decades, the Haddocks have started or franchised more than a dozen companies—in Saskatchewan and nationally—leading the next generation of entrepreneurs and business professionals.
- **Robert Calder (BA'63, MA'65):** As a writer and professor emeritus, Dr. Calder has written extensively on everything from William Somerset Maugham to the Saskatchewan Roughriders, all the while mentoring and inspiring legions of students.
- **Dr. Sherine Gabriel (MD'82):** A leading physician in the United States, Dr. Gabriel quickly drew acclaim at the Mayo Clinic as an innovative researcher and leader recognized for her excellence in clinical practice, research and education leading to her appointment as dean of medicine in 2012. In 2019, she was named president of Rush University in Chicago.

"One To Watch" Alumni Achievement Award

These awards recognize young alumni who are making significant contributions in society at large, setting an example for fellow and future alumni to follow.

- **Kendal Netmaker (BA'11, BEd'11):** Savvy entrepreneurial skills helped Netmaker launch a successful apparel brand leading to numerous business awards while working to enhance the lives of Indigenous and underprivileged youth by sponsoring bursaries and scholarships.
- **Palash Sanyal (MWS'18):** A recipient of numerous awards for youth leadership, Sanyal's work in the community and around the world speaks to his commitment to create space to listen and learn together while addressing global water security, one of the world's most pressing challenges.

USask honours Black History Month

Since 1996, Canada has celebrated Black History Month in February each year to honour the history, stories and accomplishments of Black Canadians. For all of us at USask, this was also a time to remind ourselves of the challenges that members of the Black, Indigenous and People of Colour (BIPOC) community faces in the province, across the country, and around the world. For our university, it was also a time to re-commit to the principles of our [Mission, Vision and Values](#) statement, to promote diversity and meaningful change to be the best place we can be for all USask students, faculty and staff.

These commitments are embedded in our [Equity, Diversity and Inclusion Policy](#), which states, “All members of the university community share the responsibility for creating a supportive and inclusive environment.”

Our campus communities feature students, staff and faculty from more than 100 countries, including Black students from Nigeria who account for the third-largest contingent of international students at USask, providing diverse backgrounds and perspectives that make our university a truly global community. Black Canadians form the third-largest minority group in the country, comprising 3.5 per cent of Canada's population, according to the [2016 Census](#).

While our country still has much work to do to better support the BIPOC community, let us take the time to also acknowledge our advancements, and most importantly take a moment to highlight the historical stories of remarkable Black individuals like [Harriet Tubman](#). We encourage you to learn about her amazing story of helping people escape slavery in the southern United States and bring them to freedom in Canada, via the Underground Railroad.

Saskatchewan's Black history includes the remarkable [Dr. Alfred Shadd \(MD\)](#), who became one of the province's first Black residents in 1896 when he served as a teacher to help pay for medical school, and later became the first Black doctor to practice in the province. He went on to open a pharmacy and become one of the province's first coroners, served as a newspaper editor, assisted in getting a small hospital built in Melfort in 1904, and helped establish a grain elevator company for local farmers in the community.

In that same decade, Joseph Mayes and his wife [Mattie Mayes](#)—who was born into slavery on a Georgia plantation—led a dozen African-American families on the long trek north to Saskatchewan all the way from Oklahoma, in order to escape segregation and discrimination. While they also faced challenges in Saskatchewan, they persevered to establish the province's first Black pioneer settlement and a church in 1910 near Eldon, 200 kilometres northwest of Saskatoon.

The Mayes' great-grandchildren were raised in North Battleford and include former National Football League star Rueben Mayes, record-setting international bobsledder Lesa Mayes-Stringer, and USask

alumna [Dr. Charlotte Williams](#) (DVM), who became the first female Black veterinarian in Saskatchewan and the first Black president of the Saskatchewan Veterinary Medical Association in 2016.

That history and legacy of firsts continues at USask, where [Dr. Adeola Olubamiji \(PhD\)](#) completed her doctorate in biomedical engineering in 2017, becoming the first Black person to do so at the university, while College of Medicine students created USask's first [Black Medical Student Association](#) in 2020.

You can learn more about [Black History Month at USask](#), as well as read the many stories developed throughout the month at news.usask.ca. I would like to thank the coordinating team who organized the many events that took place over the month of February and encourage you to take the time to explore and honour the achievements and legacies of members of the BIPOC community, on and off campus. The more we learn about the past contributions and experiences of Black Canadians, the better we can appreciate what we need to do to move forward together in the future.

USask researchers receive new federal funding to collaborate with Indigenous communities to address health inequalities

Two University of Saskatchewan research teams have been awarded more than \$2.8 million in federal funding to address systemic inequities in the lives of Indigenous people in the areas of home life, mental and sexual health. Funding was awarded through the Canadian Institutes of Health Research (CIHR) Project Grant program. CIHR Project Grants are awarded to researchers undertaking projects with the potential to advance health-related knowledge, research, care, systems and patient outcomes.

In total, USask research teams were awarded \$4,145,226.

- **Sexual health education rooted in Indigenous ways of knowing**

Dr. Amanda Froehlich Chow (PhD) from the USask School of Public Health will spearhead a community-led, culturally rooted research program titled *atotitum* (Becoming of Age). The project will aim to expand current sexual health curricula and accompanying resources, in a way that includes Indigenous teachings and teaching methods that are culturally appropriate and inclusive for today's Indigenous youth. Indigenous Elders, Knowledge Holders, youth, teachers and community members with diverse lived experiences will collaborate to lead the development of a new arts and land-based sexual health and wellness program aimed at students in grades six through nine in 12 schools that primarily serve Indigenous youth. The program will be unique by incorporating each community's own teaching methods and beliefs into program delivery. The project received a total of \$1,434,376 and will be conducted over four years.

- **How house and home affect Indigenous mental wellness**

USask College of Medicine Distinguished Research Chair and renowned agricultural medicine expert Dr. James Dosman (MD) will lead a team of researchers in a project that examines what contributes to the mental wellness of Indigenous peoples in the home setting. The project will use the values of Tipi Teachings – how each aspect of the tipi structure represents a fundamental part of the environment and community – as the basis for examining mental health risks and protective factors present in house and home. The project will focus on how the mental health of Indigenous peoples can be affected by their life in both their houses and in their home communities. This includes how risk factors, such as poor housing, can contribute to negative mental health outcomes, and how protective factors such as good community infrastructure, accessible childcare and food security contribute to positive mental health outcomes. The

aim of the study is to allow communities to promote fundamental issues around housing and identify how community members view their house as a home and the corresponding effects on mental wellness. The project hopes to affect public health policy that addresses the mental health of Indigenous peoples. The project received a total of \$1,399,950 and will occur over a span of five years.

Provost's Report to Council

March 2022

GENERAL REMARKS

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hān. ēdānet'e? taanishi. Aniin

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

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

HEALTH SCIENCES

The Health Sciences Deans Committee has begun the stakeholder consultation process on two projects funded as strategic priority initiatives. The shared courses project will assess opportunities to deliver shared health science courses at the University of Saskatchewan. The health sciences reorganization project will 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.

In January 2022, the steering committee began the stakeholder consultation process on these initiatives. By mid-March, meetings will have been held at seven health science faculty councils or faculty/staff meetings, and steering committee representatives will have engaged with approximately 20 additional committees or stakeholder groups. The consultation period will conclude this summer and will inform the recommendations shared with Council.

USask faculty, staff, and students are encouraged to share suggestions with the Health Sciences Strategic Priority Initiatives Steering Committee. Insights or constructive feedback involving opportunities for the health sciences to connect across boundaries can be shared through the feedback form located at [Health Sciences Strategic Priority Initiatives](#). Thank you to associate provost Health, Dr. Adam Baxter-Jones for his leadership of this initiative, alongside the deans and executive of the Health Sciences Deans Committee.

INDIGENOUS ACHIEVEMENT WEEK

Indigenous Achievement Week ([IAW](#)) is an annual USask event that celebrates Métis, First Nations and Inuit students, staff, faculty and alumni's successes and contributions. This year's IAW were hosted remotely from March 7 to 11, 2022. Throughout the week there were various events hosted by USask units and colleges, including the Indigenous Achievement Awards. Ceremony (online March 10th). Indigenous students from USask students were honoured for their academic achievement, community engagement, leadership, research and resiliency. Additionally, the university honoured an international Indigenous student making significant contributions at USask.

The intention of these awards is to bring the university community together to publicly recognize and celebrate Indigenous student academic achievement, community engagement, research, resiliency and leadership. Students who receive the awards are leaders and role models of the community.

Award Categories:

- **Academic Achievement:** for students who have excelled in their academic studies at USask.
- **Research:** for students who undertook unique or compelling undergraduate or graduate research.
- **Community Engagement:** for students who have made significant contributions to an Indigenous or non-Indigenous community.
- **Resiliency:** for an upper-year student, who is on track to graduate, who has overcome significant personal challenges to succeed in their studies.
- **Leadership:** for students who have demonstrated exemplary leadership on or off-campus.

This year we recognized 54 Indigenous students representing the 17 college and schools. The recipients are selected by their colleges. The event is organized by the IAW Committee under the leadership of Graeme Joseph. The team consists of Indigenous and non-Indigenous staff from media production, communications, TSLE and the Provost Office. This year's hosts were Aubrey Ann Laliberte Pewapsiconious, a student from the Edwards School of Business and Candace Wasacase Lafferty.

PLANNING AND BUDGET

Planning and budget for the forthcoming year is progressing, with the budget materials going to the March 21-22 meeting of the Board of Governors. Council and campus briefings will follow.

The [Budget Committee](#) recommends on the university budget for the forthcoming year. The Budget Committee makes recommendations to the Provost and report to the President through the Provost. The Budget Committee replaced the Provost's Advisory Committee including Provost's Budget Committee and will be reviewed in 2023. Thank you to the members of the Budget Committee, including vice chair Mr. Greg Fowler, Vice President Finance and Resources.

A review of Responsibility Centre Management and the associated TABBS tool is underway. Stage 1 (Feb-April) is the scoping of the project and potential change areas. Stage 2 (May-August) is detailed analysis and review. Input will be sought through PPC by May and September, in time for 2022-23 fiscal year implementation. Regular reports will be provided to Council through PPC.

For information about the financial structure, financial planning and reporting of the university see [here](#), for responsibility centre management see [here](#), and resource allocation and budget please see [here](#).

Financial planning timeline (extract):

February 2022
4th 2021/22 quarterly forecasting and variance analysis
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).
April 2022
April 2022/23 Multi-Year Financial Planning TENTATIVE: Resume multi-year financial planning by Responsibility Centres.

UKRAINE

President Stoicheff issued a [statement](#) sharing how the Russian military invasion of Ukraine is extremely concerning to our University of Saskatchewan community. News about these shocking events and their potential implications for world peace is troubling for all of us, and particularly for our many Ukrainian and Russian university members. Senior Leadership is engaged in working together with university faculty, staff, and students across colleges and schools, to support those affected during this difficult time, along with furthering programming and research related to this region, history, and people; and to the wider questions of global conflicts, politics, and peace. Details will be communicated as planning develops. Thank you everyone for continuing to care for one another.

BLACK HISTORY MONTH

February marked Black History Month 2022. The planning team, led by Deputy Provost Dr. Patti McDougall is now involved in debriefing and forward planning. Thank you to dean Melissa Just for the support and leadership provided by the USask Library as the host for USask activities during Black History Month.

A sincere thanks to the planning team and all those involved in this exceptional effort that has significantly elevated learning, discourse, and activity associated with recognition of historical and contemporary contributions by Black peoples in our USask community, and the Prairies and Canada: Luke Muller – Library, Charlene Brown – TLSE, Dr. George Mutwiri – SPH, John Shelling – TLSE, Shannon Lucky – Library, Ann Liang – Library, and Sabrina Kehoe – TLSE.

COLLEGE AND SCHOOL UPDATES

Edwards School of Business

The Edwards School of Business would like to offer its sincerest congratulations to Danielle Kehler on her recent acceptance into the 2041 [ClimateForce Antarctic Expedition](#). Danielle is a Plains Cree woman from the Kawacatoose First Nation on Treaty 4 and a fourth-year student at Edwards majoring in the field of management. Danielle is the first Canadian Indigenous woman to attend the Expedition.

She will be working alongside other individuals of all industries to learn about climate change and climate science to develop sustainable solutions that we can then bring back into our communities.

Johnson Shoyama Graduate School of Public Policy

The Johnson Shoyama Graduate School of Public Policy (JSGS) recently adopted two major documents, [Strategic Plan 2021-25: Innovation, Impact & Integration](#) and its first Equity, Diversity, and Inclusion (EDI) Strategy.

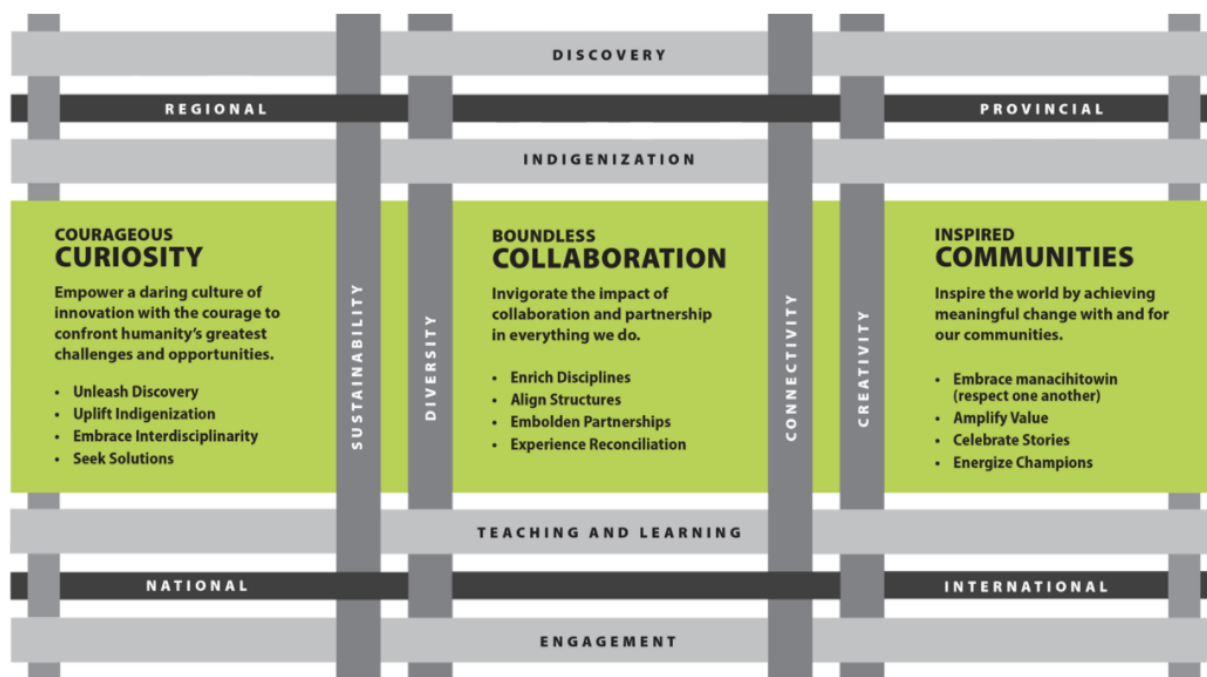
- JSGS is unique, operating across two universities with a team of academic teacher-scholars, experienced former public servants, and an integrated support staff. The school's commitment to research excellence, relevance, and impact has shaped professional programs and research confronting 21st-century policy challenges.

The Strategic Plan builds on our legacy to weave together the strengths, talents, and capacity of the school. It demonstrates our values of collaboration, creativity, diversity, and relevance. It is a plan we are excited to enact and achieve.

- The EDI Strategy reflects the school's commitment to showing leadership in advancing EDI, Indigenization, and reconciliation in all of our work. We see JSGS as playing a critical role in helping to shape the future of Saskatchewan's and Canada's public sector and feel a responsibility to ensure that equity, diversity, and inclusion are central to our teaching, research, and outreach. The strategy will be available in the coming weeks at <https://www.schoolofpublicpolicy.sk.ca/>.

College of Nursing

Over the next three years, USask is taking bold, responsive steps to expand access to nursing education in the north and other regions. This will fill unmet needs in the province. The university's plan is to redistribute the finite number of nursing education seats while retaining the same number of places for students overall. It will take detailed planning to be successfully responsive, and this process has begun. We are already seeing how this affects the work of the College of Nursing. We will find solutions to enable widened access to USask nursing education. We know the college's highly regarded programming makes a difference in the province. Links to updates can be found [here](#).



University 2025 Plan Aspirations: Tracking our Progress

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

Productive collaboration

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 USask Provost's report to University Council 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.

Transformative decolonization leading to reconciliation

A new USask video series is aiming to [highlight the work of Indigenous researchers](#). The series launched on Feb. 17 and highlights the work of four Indigenous researchers at the university.

The research projects cover a wide variety of topics from Indigenous health to the positive impacts of Métis jigging. The video series can be viewed [here](#).

USask researchers [collaborate with Indigenous communities](#) to address health inequities with new federal funding. The \$2.8 million in federal funding aims to address systemic inequities in the lives of Indigenous people in the areas of home life, mental and sexual health.

Distinguished Learners

University of Saskatchewan (USask) College of Nursing assistant professor Dr. Roslyn Compton (PhD) shares her passion for nursing research with students during their undergraduate nursing program. Sometimes she sparks a student's interest in research, and in one particular case, it led to the pursuit of graduate nursing studies and an ideal research team partnership. Dr. Compton has had the pleasure of working with Shawn Emard (BSN'20) since 2019 – first during his time in the Bachelor of Science in Nursing program and now as a Master of Nursing student. This faculty-student pairing has resulted in the [College of Nursing's first Graduate Research Fellowship Award](#).

Meaningful impact

Alums Ethan and Madison Dusseault are siblings who work as Registered Nurses in Prince Albert and Northern Saskatchewan. Madison and Ethan completed their [USask Bachelor of Science in Nursing degrees](#) with Honours in Prince Albert. Since becoming a registered nurse (RN) in 2018, Madison has worked in mental health, addictions, corrections, and community health.

A new joint study by the University of Saskatchewan (USask) and the City of Saskatoon, *Promising Practices in Food Reclamation in Saskatoon*, found ways [to minimize the food being discarded](#). The project took place through [Research Junction](#), an innovative partnership between the city and the university. Research Junction awards funding to projects that apply advanced research methods to address current issues in Saskatoon.

SEARCHES, APPOINTMENTS, AND REVIEWS

Searches and Reviews

During the winter term 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)

- Dean, College of Dentistry (spring 2022)

Commencing in FY 2022-23

- Vice-Provost Indigenous Engagement (winter 2023)

College and School Executive members:

Appointments

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

Angela Jaime, interim vice-provost, Indigenous engagement has been extended for a period of up to one year beginning September 1, 2022

Adam Baxter-Jones, interim vice-provost, health, has been extended until December 31, 2023

Beth Bilson, interim dean, College of Education, has been extended up to December 31, 2022 or until a new dean is appointed, whichever comes first

George Mutwiri, interim executive director, School of Public Health, has been extended beginning February 15, 2022 for a period of up to one year

Jafar Soltan has been appointed acting associate dean, graduate studies and strategic projects and interim associate dean, research and partnerships, College of Engineering for a six-month period (January 1 to June 30, 2022)

Jim Barton, associate dean, continuing medical education, College of Medicine has been re-appointed to a second term, for the period of January 1, 2022 up to December 31, 2026

Darrin Oehlerking, interim associate dean, student affairs, College of Arts and Science has been extended for the period of July 1, 2022 to June 30, 2023

Shaun Murphy, interim Associate dean, undergraduate programs, partnerships and research, College of Education has been appointed beginning January 1, 2022 up to June 30, 2022

Gill White, associate dean, Regina campus, College of Medicine has been reappointed for a third term for the period of September 1, 2022 to August 31, 2025

Lynn Jansen has been appointed interim associate dean, distributed nursing education, College of Nursing effective January 1, 2022 for a term of up to one year

Pammla Petrucka, interim associate dean, research and graduate studies, College of Nursing has been extended for the period of August 1, 2022 to December 31, 2022

Vicki Squires, interim associate dean, graduate support, research and international initiatives, College of Education has been extended until April 15, 2022

Tamara Larre has been appointed as associate dean, academic, College of Law for a three-year term beginning July 1, 2022

Peter Doig has been extended as interim assistant dean, clinics, College of Dentistry until March 31, 2022

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thank you

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March 2022

Mid-January to the March midterm season, the USSU execs have been supporting students on their return to campus while maintaining ongoing advocacy initiatives.

Back to Campus

Upon the university's decision to return students to campus, we were met with a large number inquiries from students and distributed essential information and resources to ensure a smooth academic transition. We have also kept regularly communicating with the Pandemic Response Team to prioritize safety needs of students, this includes distributing rapid testing kits and N95 masks from our office.

Term 2 Orientation

Once we were back on campus, to welcome new students, we set up booths in Place Riel with the Student Affairs and Outreach team to meet and greet students. We spoke to a lot of new students regarding the work we have been doing as the Students' Union and made sure that they knew to reach out to us for any academic or non-academic inquiries. We also handed out our survival journals, along with many resources such as our service and campus groups pamphlets.

University Students' Council (USC)

USC has continued to be a positive and vibrant space for all students as we started our Term 2 meetings. We quickly transitioned from online meetings to in-person meetings once students were welcomed back on campus.

For our council addresses in January, we had a wide range of guests from various offices on campus come and speak to USC. This firstly included Rachel Sargent-Jenkins, Library Associate Dean to speak to students about Murray. In follow up with our conversation with Rachel, our council passed a motion to provide feedback as the Library Advisory Board for the rest of the term. Next, Shannon Chinn, Chief Athletics Officer came to speak to our council about new initiatives surround the Huskies, as well as making sports more inclusive and equitable for women, people of colour and more. Next, Shari Baraniuk, Associate Vice-President and Chief Information Officer spoke to our council regarding cybersecurity, wifi access and technology updates on campus.

In February, our first guests included our USask President Stoicheff and Provost Airini who had a long and engaging conversation with our MSCs regarding the future of our campus with a focus on Equity, Diversity, Inclusion and Decolonization. We received a large amount of positive feedback from our students on the openness and thoughtfulness of the conversations in the space. Next, we met with StudentCare to speak on fee setting inquiries and updates on the

Health and Dental care plan in the next year. Our council then passed various motions such as approving including automatic health plan for winter intakes and general fees for next year. Our last council address of the month included the City of Saskatoon office speaking on diverse municipal projects for student engagement including transportation, committees etc.

A key conversation in our council continues to be Anti-Racism and Anti-Oppression, especially recognizing strategic pathways to dismantle barriers that are essential to be implemented across all colleges. We have had a number of sharing circles at council about the diverse ways in which certain colleges are choosing to tackle and alleviate these issues. These conversations also recognized the ongoing incremental work that needs to be defined to truly create a more inclusive campus safer for Black, Indigenous and People of colour and other marginalized identities.

Lobby Week

Our execs took on lobbying initiatives with the Undergraduates of Canadian Research Intensive Universities (UCRU) this year, speaking with more than 15 MPs from all across Canada to advocate for issues surround student financial aid, student employment. mental health and students with disabilities. We were very appreciative of all the feedback we received during this week with federal representatives and will continue to advocate for students in all levels of the government.

Academic Prep Hub

A new program we are running through the Help Centre in collaboration with the Execs is the academic prep hub which will seek to support students to have access to free borrowable practice exams books for professional colleges. So far we have allocated funding to our academic prep hub to included exam practice books for the MCAT, DAT, LSAT and more. We are also wanting to expand these resources by spreading the word and asking around our community for donations any practice exam books and materials. This hub will strive to work for our goals of attaining a more affordable and accessible education pathway for all students.

Centres

February was a dynamic month for the centres. The month began with limited hours for the centres, as classes continued to be offered remotely. With the announcement of a return to in person classes, the centres scrambled to schedule volunteers and ensure the spaces would be open to students.

The centres also contributed to Black History Month on our campus with each centre posting content that speaks to their demographic, celebrating and amplifying voices of black leaders in our community.

The Women's Centre hosted Pro Choice Awareness Week in the first week of February. The event had to be modified dramatically with no students on campus when the event was scheduled. The event focused on delivering information via social media on pregnancy, abortion, and adoption. The centre also worked to increase the amount of resources on pro-choice topics available both in the centre and online through the centre website and Discord.

The Help Centre worked hard on planning Mental Health Awareness Week that will begin in early March. The event will feature an Inquiring Mind training session for students, social media giveaways, a paint night and a skating day.

The Pride Centre began working on Sex Week planning for March, including the first in person campus drag show since the fall of 2019. The centre also hosted their weekly discussion and community groups during the month.

The Food Centre continued to battle student food insecurity by handing out dozens of Ufood emergency food hampers to students throughout the month.

Looking Forward

We are looking ahead to many new projects coming up such as Water Day collaborative events from Wanuskewin Heritage Park, Pride Centre Drag Show, 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

GSA's Report - University Council Meeting, March 2022

Dear Members of Council,

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. Avenue for Graduate Students to Represent at Board of Governors

The Graduate Students' Association (GSA) has been advocating for a seat in the Board of Governors for many years. The University of Saskatchewan Graduate Students' Association is the only Graduate Students' Association among U15 universities, which does not have a seat in the Board of Governors. Therefore, GSA is looking for avenues from the senior leaders on how the voices of graduate students can be heard at the Board of Governors' meetings.

2. National Lobby Week: Canadian Federation of Students

The GSA was able to attend the National Lobby Week organized by Canadian Federation of Students (CFS) to address students' concerns and requests at the federal level. The GSA representatives met Members of Parliaments (MPs) from Saskatchewan, Manitoba, and British Columbia to speak about affordability of education (tuition, living cost, debts), mental health support, parental benefits, etc. Some MPs promised to look into these matters and present the items to their caucus, parliament, standing committees, and in their many critic roles.

3. Delay in Graduate Studies and Minimum Guaranteed Funding Enhancement

The GSA Executives are working with the College of Graduate and Postdoctoral Studies to inquire into the delay in degree programs. Unlike, many other U15 universities, the graduate students at the University of Saskatchewan takes longer than usual to finish their degrees, which adds financial stress in students' lives, education becomes more expensive, and students are delaying in many important life-decisions, including, but not limited to, joining workforce to contribute to the economy, having children (who are the future of this country), buying houses, etc. Moreover, the minimum guaranteed funding that students receive in this university does not reflect the median time needed to finish their degrees. For example, doctoral students take over seven years to finish a PhD. However, the minimum guaranteed funding that they receive in their first year is usually around for three years. There is no option for graduate students to study part-time and work full-time to support the skyrocketing education costs. Therefore, GSA is requesting minimum guaranteed funding for PhD students to be at least four years, for thesis-based Masters students to be three years. The GSA is also requesting the University to consider providing parental benefits to graduate students during their parental leave.

4. GSA Winter Orientation: Curbside Pickup of Swag Bags

The GSA was able to distribute about 500 swag bags as part of the Winter Orientation activity. The Executives are grateful to the volunteers for helping GSA organize this event.

5. GSA Need-Based Winter Bursary

The GSA was able to provide winter term need-based bursaries to eligible applicants. The GSA is grateful to the College of Graduate and Postdoctoral Studies for this financial support to our graduate students.

6. GSA Annual Awards

The GSA has been organizing Annual Awards that are intended to celebrate graduate students, as well as honor faculty members that have generously supported graduate students in research, scholarly and artistic pursuits. The GSA Award Committee has extended the deadline to submit nominations for awards.

7. International Mother Language Day

In 1999, the United Nations Educational, Scientific and Cultural Organization (UNESCO) declared February 21 as the International Mother Language Day. This day is observed to protect languages used by people around the world. There are a lot of endangered and extinct languages worldwide, including in Canada. Also, there are fewer Indigenous languages, and some are even at the risk of declining further. This year, GSA released a statement to honour this day and also was invited to give a speech at the event of International Mother Language Day, organized by Bangladeshi Community Association of Saskatchewan. The GSA would like to request university to consider this day to be celebrated from upcoming years for a practice of multilingualism, cultural diversity, and multiculturalism.

8. Celebration of Black History Month

Along with the university, the GSA successfully celebrated the Black History Month by honouring the accomplishments made by the graduate students and faculty members coming from the Black Community. The GSA interviewed outstanding graduate students and published the interviews on the University Library website. The GSA is requesting university to seek department-level percentage of graduate students from Black Community for future improvement in diversity.

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 Chairs and Professorship

DATE OF MEETING: March 17, 2022

SUBJECT: E.D. Tymchatyn Chair in Topology

DECISION REQUESTED: *It is recommended:*

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

PURPOSE:

Developed in consultation with the donor, Prof. Emeritus Ed Tymchatyn, the Department of Mathematics and Statistics and College of Arts and Science, the purpose of the E.D. Tymchatyn Chair in Topology is to expand the topology research capacity at the University of Saskatchewan. The chair will be positioned to develop a network of expertise that will provide new opportunities for scientists with specializations from physics and chemistry to computer science and computer engineering.

CONTEXT AND BACKGROUND:

Topology is one of the pillars of modern mathematics. The core of the discipline was established in the 20th century, arising from a mature understanding of foundations of Mathematical Analysis, particularly the concept of continuity. Topology has absorbed the Cantorian set theory and refined the traditional understanding of geometry. Unburdened of many of the ballasts of the preceding ages, the discipline has proved exceedingly fruitful and has become indispensable for the practice of mathematics and theoretical physics. In particular, the establishment of Functional Analysis, foundational to the study of quantum physics, would not have been possible without it.

While Topology retains the flavor of pure mathematics, it impacts many applicable disciplines and technologies, including: topological materials in Condensed Matter Physics and topological methods for image processing in Computer Science. The distinct discipline of Topology includes several clearly delineated sub disciplines, e.g., Algebraic Topology, Knot Theory, or Differential Topology. Many of the recent

Fields Medals (the Nobel Prize equivalent in Mathematics) have been awarded for work in a branch of Topology or work that involved a strong topological component.

This limited term chair will be funded through a generous donation from Prof. Emeritus Ed Tymchatyn. The chair will increase the teaching and research capacity of the College of Arts and Science and address current programming gaps in the Department of Mathematics and Statistics for the benefit of students.

SUMMARY:

The University of Saskatchewan's Signature Areas Renewal initiative, led by Vice President Research, Dr. Baljit Singh, emphasizes the need to contribute to a sustainable future by leading interdisciplinary and collaborative approaches to discovery, teaching and outreach. Crucially, one of the three newly recognized USask signature areas is Quantum Innovation. QI builds on already existing strengths of the USask research community, including a sizeable and strongly active group of researchers affiliated with the Center for Quantum Topology and Its Applications (quanTA). Collaborative activities within the framework of QI initiatives will greatly benefit from enhancements in topology research and programming. A second area that will benefit from enhanced Topological research is Analytics, championed by the Department of Computer Science but also highly mathematical and interdisciplinary.

The Department of Mathematics and Statistics has a strong tradition in topological research. Most notably, Dr. Edward Tymchatyn, who held a USask Professorship for many decades and became Professor Emeritus in 2014, attained preeminence as a researcher in the field of General Topology, especially in the branch of Continuum Theory. The chair will build on this legacy and further the University's standing in international rankings in this research category.

For math majors and graduate students, a thorough understanding of the foundations of Topology is the springboard to success in many directions of study. Our current offerings are extremely limited and, in practice, insufficient. Restoring our capacity to deliver regular training in this area would have a positive effect on all of our programming. It would also be an asset for other highly mathematical disciplines, e.g., Physics, Computer Science, Computer Engineering, and related disciplines, all of which would benefit from an enhanced topological training for their students.

ATTACHMENT:

E.D. Tymchatyn Chair in Topology Terms of Reference



E.D. Tymchatyn Chair in Topology

Terms of Reference

Purpose:	<p>To establish a tenure-track faculty position in the College of Arts and Science to expand the topology research capacity at the University of Saskatchewan. The position will be an appointment in the Department of Mathematics and Statistics.</p> <p>The gift will be used to fund the chair position and, if sufficient funds are available, funds may also be used to support the research activity of the chairholder. Eligible expenses include recruitment, direct and associated salary and benefit costs of the Chair including - but not limited to - technicians, postdoctoral support, materials, supplies, rental, and operating expenses, and student stipends.</p>
Chair Type:	Limited term chair.
Background:	<p>Topology is one of the pillars of modern mathematics. The core of the discipline was established in the 20th century, arising from a mature understanding of foundations of Mathematical Analysis, particularly the concept of continuity. Topology has absorbed the Cantorian set theory and refined the traditional understanding of geometry. Unburdened of many of the ballasts of the preceding ages, the discipline has proved exceedingly fruitful and has become indispensable for the practice of mathematics and theoretical physics. In particular, the establishment of Functional Analysis, foundational to the study of quantum physics, would not have been possible without it. While Topology retains the flavor of pure mathematics, it impacts many applicable disciplines and technologies, including: topological materials in Condensed Matter Physics and topological methods for image processing in Computer Science. The distinct discipline of Topology, now including several clearly delineated sub disciplines, e.g., Algebraic Topology, Knot Theory, or Differential Topology. Many of the recent Fields Medals (the Nobel Prize equivalent in Mathematics) have been awarded for work in a branch of Topology or work that involved a strong topological component.</p> <p>The chair will be positioned to develop a network of expertise that will provide new opportunities for scientists with specializations from physics and chemistry to computer science and computer engineering.</p> <p>A gift of \$1,000,000 CAD from Prof. Emeritus Edward Tymchatyn.</p>
Source and Amount of Funding:	The gift will be received over five (5) years, as outlined in the Tymchatyn Chair in Topology Gift Agreement.

Tenability:	An annual gift of \$200,000 for five (5) years. Annual funding surpluses may be carried forward, subject to approval of the Management Committee.
Search Committee:	<p>In accordance with the collective agreement established between the Faculty Association and the University, a Search Committee will be established and chaired by the Head of the Department of Mathematics and Statistics.</p> <p>The Search Committee and any Search Subcommittee will operate in accordance with the relevant sections of the “Guidelines for the Establishment of Chairs and Professorships” as approved by University Council and the Board of Governors.</p> <p>The Search Subcommittee may include Prof. Emeritus Edward Tymchatyn, in an advisory capacity.</p> <p>It is anticipated that the chair position will be filled in 2022.</p>
Chairholder responsibilities:	<p>The chairholder will be a junior to mid-level faculty member, responsible for expanding the current topology research capacity of the University of Saskatchewan. The position is an addition, and not a replacement of a current position.</p> <p>The chairholder will fulfill all responsibilities as outlined in accordance with the university policies and regulations relative to Chairs and Professorships.</p>
Term of Chair:	<p>The successful Chair will be appointed into a tenured or tenure-track position within the College of Arts and Science. The chair title will initially be conferred for a five-year term, but may be renewed or extended dependent on available funding and performance of the candidate. .</p> <p>Upon completion of the Donor’s funding obligations, the wage and benefit costs associated with the Chair in Topology will be assumed by the College of Arts and Science. The University of Saskatchewan will continue to employ the faculty member holding the chair position in a normal faculty appointment.</p> <p>If the position is vacated before the five-year term, the Search Committee will commence a new search to fill the position.</p>
Management Committee:	<p>The Management Committee shall consist of the following positions (or their respective designates):</p> <ul style="list-style-type: none"> • Dean, College of Arts and Science • Department Head, Mathematics and Statistics • Manager, Donations and Trusts <p>The Donor will also be invited to sit on the Management Committee, in an advisory capacity.</p>

The Dean, College of Arts and Science 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.

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. Approve annual budgets for the chair's salary and activities.
3. Receive and review the annual and financial and activity report on the activities of the chair.
4. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
5. Provide a copy of the annual financial and activity report to the Donor.
6. To review chairholder performance as prescribed in the University of Saskatchewan Faculty Association agreement.

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).

Insufficient Funds:

Should there be insufficient funds to cover all eligible expenditures for the chair, the College of Arts and Science will allocate funds to complete the term of the chair.

In the event that circumstances make the E.D. Tymchatyn Chair in Topology no longer practical or desirable, the Management Committee, in consultation with Prof. Emeritus Edward Tymchatyn will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

These terms are in keeping with the intent of our contribution:

Edward Tymchatyn, Ph.D.

Date

Second Donor Signature

Date

The Department of Mathematics and Statistics recommends the creation of this Chair based on the above terms:

Artur Sowa, Ph.D.
Head, Department of Mathematics and Statistics

Date

The College of Arts and Science recommends the creation of this Chair based on the above terms:

Peta Bonham-Smith, Ph.D.
Dean, College of Arts and Science

Date

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

Ken 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

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: March 17, 2022

SUBJECT: **Change to Admissions Qualifications-Doctor of Medicine (MD) program**

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

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 Medicine is seeking to introduce changes to the admissions requirements for the MD program as part of an admissions renewal. These admissions requirement changes are as follows:

- Increasing the admissions average from 75% to 80%, starting with students applying for admission for 2023 start
- Introduction of a requirement of an Indigenous Studies pre-requisite, starting with students applying for admissions for 2025 start
- Introduction of a written short essay(s), starting with students applying for admission for 2023 start
- Introduction of a panel interview, starting with students applying for admissions for 2023 start
- Diversity and Social Accountability Admissions Program (DSAAP) expanded from an opt in program to an opt out program where all students will have the opportunity to complete the questionnaire, starting with students applying for admissions for 2023 start

The rationale for the change to the admissions average is that the average was previously lowered to account for a smaller applicant pool when the requirement for holding a 4-year undergraduate degree was introduced. Now that the applicant pool has adjusted, the college is seeking to ensure that the admissions average is adjusted to the historic 80%.

The College of Medicine is seeking to add a requirement in Indigenous Studies to ensure that students are coming into the program with some knowledge that they can then build upon with teaching that happens in the program. They are providing sufficient lead time for applicants to prepare for this change in requirements.

The introduction of a short written essay requirement will help provide students with additional opportunities to demonstrate emotional intelligence and non-academic skills, such as effective communication.

The College is seeking to introduce a panel interview of applicants who continue in the admissions process after the multiple mini interviews, which will allow applicants an opportunity to expand on their written essays.

In changing the DSAAP questionnaire from opt-in to opt-out the college is hoping to capture more students in that program.

The College is also seeking to add a more holistic admissions process of Indigenous students, using an Indigenous Admission Circle. Students whose applications are considered in this way will need to meet the same admissions requirements as other applicants, and so the introduction of the Indigenous Admissions Circle does not require Council approval and has been reviewed and approved by the faculty council within the College of Medicine.

CONSULTATION:

These changes were reviewed and approved at the January 26, 2022 meeting of the College of Medicine's Faculty Council. The Academic Programs Committee reviewed these changes at its February 16, 2022 meeting. The committee had concerns about the increase in admissions average, but learned that through a review of successful applicants over the last five years, this changes would not have impacted any of the successful candidates. The committee also asked whether the college had considered introducing an Indigenous Studies requirement within the program, but the proponents noted that they are seeking to have students come into the program with that knowledge so that they can have a good foundation to build upon while they are in the program.

ATTACHMENTS:

- 1. Admissions Renewal Report – College of Medicine**



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Admissions Renewal Report

November 2021

Recommendations Summary Report

Introduction

The future of the physician workforce in Saskatchewan is highly dependent on the College of Medicine (CoM), the province's only medical school. In order to recruit and retain our medical learners in the province, we strive to create a safe, effective, and learner-focused environment starting right from admissions and throughout the continuum of medical education. We also strive to enhance medical education by supporting the development and implementation of new and innovative programming that meets learner and provincial needs and accreditation standards, while ensuring that all programming continues to support our equity, diversity, and social accountability mandate—to which the work and recommendations outlined in this report are well-aligned. Aligning admission policies with the strategic direction of the CoM is a top priority. Our goal is to admit a diverse incoming medical school class that is reflective of the geo-cultural and social fabric of Saskatchewan, where admitted individuals are successful in the program, have a propensity to develop leadership capacity and have a desire to serve the province as future physicians.

What will the College of Medicine admissions be known for in the future?



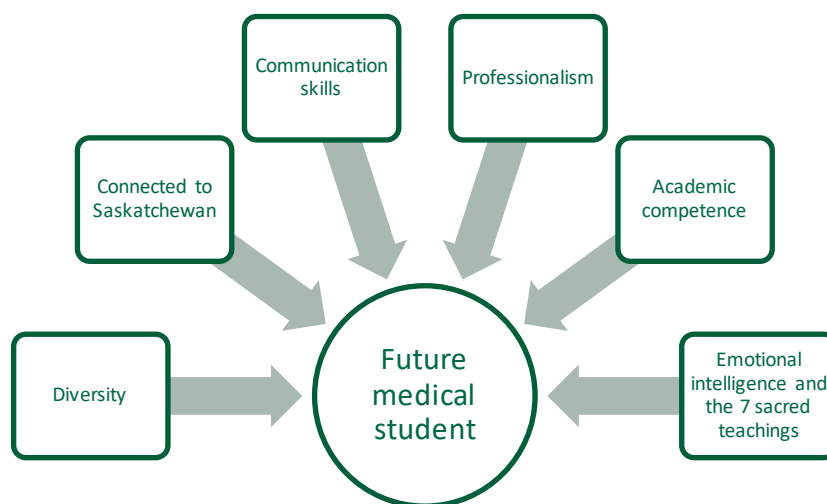
In February 2020, the CoM held a retreat focusing on admissions. This retreat was held as part of a response to an external review held in October 2019 and was intended to engage a broad range of stakeholders for an initial conversation. Fifty-two stakeholders from across the province attended the event, with representation from the CoM (senior leadership, admissions committee, faculty, representatives from rural and distributed medical education sites, residents, medical students), the University of Saskatchewan, patient advocates, the Saskatchewan Medical Association, SaskDocs,

community physicians, elders, Métis Nation of Saskatchewan and the Federation of Sovereign Indigenous Nations. The outcomes of the retreat indicated that a renewal of the admissions process was necessary. More than that, the retreat participants strongly endorsed that students admitted into the CoM should have a strong personal connection to the province, that we need more diversity in our processes and applicants, and that we need more data to drive our decisions going forward.

Five subcommittees were struck to look in detail at the recommendations from that retreat and their results are reported here. Emotional intelligence and communication skills were combined into one priority. A list of members of the Admissions Renewal Committee and the five subcommittees can be found in [Appendix A](#). This group was intentionally diverse and included representation from medical students, residents, faculty, staff, the Division of Social Accountability, Indigenous Admissions, Regina campus, University of Regina, Saskatchewan Medical Association, and Métis Nation Saskatchewan.

Recommendations from the Admissions Renewal Committee were reviewed by the Admissions Committee on September 29, 2021. After this review, further consultation and minor revisions to the recommendations ensued. The Admissions Committee voted on the revised recommendations on November 4, 2021. These recommendations are now being brought forward to Faculty Council.

What characteristics would you like to see in our future medical students? What would make the student a good physician for Saskatchewan?



Data review

Each subcommittee undertook a thorough data review. In-house data, as well as national e-scans were completed. The data collected has been stored by the Admissions Renewal Committee and can be obtained by contacting the Admissions office (med.admissions@usask.ca)

The subcommittees reviewed the following data:

- National admissions requirements e-scan
- Literature review on scholarly activity identifying predictors for academic success in undergraduate medical programs
- National scan of undergraduate medical students holding a graduate degree
- USask data analyses (linking admissions data and MD program performance metrics):
 - Undergraduate university average (UAA)
 - MCAT
 - Degree (different types and disciplines)
 - IAP/DSAAP uptake and translation into matriculants
 - Graduate retention in Saskatchewan, rural locations and related demographics
- Review of reference check questions
- Ironside, A., Thoma B., Lee T., Trinder K., Bueckert S, and T. Domes. 2020. The Natural History of U of S College of Medicine Graduates: Are Demographics at the Time of Admissions Predictive of Future Graduate Practice Location? (*in press*).

Academic Preparedness

Academic competence is required to ensure success in the MD program and for maintaining a successful medical career that includes successful completion of postgraduate training, lifelong learning and career advancement. All current academic variables and metrics were taken into account to ensure that we are accepting future medical students who will have the appropriate academic preparation to engage in future learning, research, and clinical work throughout the program and into their careers.

Recommend to Implement

Increase academic entrance average to 80% (from 75%)

- At the time of the shift to a 4-year degree requirement in 2015, the minimum UAA had been temporarily reduced to 75% in consideration of a smaller applicant pool. The applicant pool has now adjusted to this change and the number of applications has increased to historic levels.
- Review of in-program performance identified students to be at higher risk of academic difficulty and having to complete additional years of study based on UAA. Based on a review of matriculants over the last four years, a change in this requirement would not have adversely impacted the admission of students in identified EDI 'streams' (Diversity and Social Accountability Program and Indigenous Admissions Pathway).

Entry UAA and Academic Difficulty in MD Program, Classes 2022-2024

Entry UAA	Academic Difficulty		Repeated at least one Year	
	% Yes	% No	% Yes	% No
< 80 (N = 13)	76.9	23.1	38.5	61.6
80-84.9 (N = 83)	45.8	54.2	6.0	94.0
85-89.9 (N = 114)	24.6	75.4	3.5	96.5
90+ (N = 99)	15.2	84.8	1.0	99.0

Introduce an Indigenous Studies pre-requisite

- The requirement of this pre-requisite aligns with the CoM strategic priorities and responds to the Calls of Action from the Truth and Reconciliation Commission. A 3 credit-unit university level course with a focus on teaching the historical context and effects of colonialism on Indigenous peoples is recommended. The admissions team will recommend acceptable courses and will have to adjudicate courses from other universities to ensure they meet the pre-requisite needs of the MD program.
- In order to ensure the applicant pool and Departments of Indigenous Studies at the University of Saskatchewan and First Nations University of Canada (in collaboration with the University of Regina) have time to adjust to this pre-entrance requirement, we recommend this pre-requisite be a requirement starting with the 2024 application cycle.

Introduce incentive for completed graduate degrees

- Incoming students to the CoM have fewer graduate degree holders relative to other medical schools in Canada.
- Increasing the number of incoming students with graduate degrees aligns with the research mission of the CoM. This may also entice students already in graduate programs to complete their programs prior to entry to the MD program and dissuade aspirants from taking additional undergraduate programs to improve their UAA.
- A subcommittee will be formed to discuss strategies on how to operationalize this incentive, either through a scoring bonus or context score.

Recommend to Continue

Degree requirement

- The 4-year degree requirement (in any discipline) will be retained, as will the 5-year completion requirement. Some flexibility on the time limit could be made on a case-by-case basis.

MCAT requirement

- There is a correlation between in-program academic performance and MCAT scores on admission. The cut-scores for the MCAT should be set as not to unfairly disadvantage applicants from EDI streams.

Emotional Intelligence and Communication

Matriculants to the CoM should be effective and well-rounded communicators with a capacity to demonstrate the different domains of emotional intelligence. Provision of effective and safe healthcare is contingent on the ability of its providers, and the system in which they work, to have to a high level of communication skills and emotional intelligence. Effective communication and emotional competence enable our learners to better understand, serve, and impart empathy towards patients, colleagues, and members of the healthcare team. The sub-committee considered four types of communication: verbal, non-verbal, written, and active listening.

Recommend to Implement

Introduction of short written essay question(s)

- One or two short written essays (less than 500 words) will focus on the individuality of the student through a short BioSketch response. Questions will link to EI features, motivation to enter medicine, and Saskatchewan connectedness. The applicant's response(s) will be used as a vehicle to probe deeper at the panel interview later in the application process.
- The one or two questions asked may change over time.

Introduction of a panel interview

- After the MMI cut, remaining applicants will be invited to a panel interview process.
- Opportunity for applicants to attend in person or virtually.
- The panel will have three diverse members (faculty, learner, community member) with training (including bias training) prior to be invited to sit on a panel.
- Applicants will be asked to expand on their written essay responses. Additional elements of communication/EI that the MMI may not be able to capture will be assessed.

Recommend to Continue

CASPer

- CASPer is a situation judgement personality assessment tool that the CoM uses currently in both UGME admissions and for PGME applicants.

- This tool flags traits that would naturally be associated with poor emotional intelligence and/or poor communication and is difficult to game or prepare for and is felt to be indicative of the applicant's true response to different situations.
- CASPer performance should be linked to other metrics assessing personal factors and the cut score should be adjusted based on that review and professionalism concerns in the MD program.

Multiple Mini-Interview

- Stations to be balanced or adjusted to emphasize desired outcomes – to test non-cognitive skills and emotional intelligence.

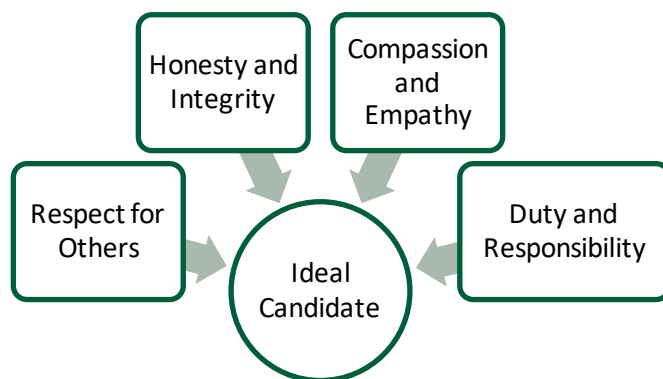
Professionalism

Professional behavior is paramount for future physicians – applicants should have demonstrated some professionalism skills upon admission, and be able to develop their skills over time. The CoM currently uses various methods to determine professionalism in applicants, but a review is necessary as we refresh the admissions program.

Recommend to Implement

Professionalism definition

- Establish a definition of professionalism for the context of admissions
 - Reference the CoM Guiding Principles of Professionalism in this definition



Admissions and UGME linkage

- Establish link between Admissions and OSA/UGME to review professionalism claims and red flags pre/post admissions
 - Starting in August 2021, all professionalism cases will be tracked in Maxient (OSA case management system) for OSA to create reports on professionalism cases
 - Data from Maxient may inform “blind spots” in our current processes on the assessment of student professionalism

Recommend to Continue

Phone Reference checks

- Referees will be contacted via phone and will answer standard questions that are designed to expose problematic behaviours in applicants.

Diversity

The CoM aims to be representative of the population of patients we serve in Saskatchewan. To accomplish this, CoM admissions needs to ensure access is equitable, barriers to apply are mitigated for applicants that are unfairly disadvantaged and an equity, diversity and inclusion (EDI) lens is applied to all of our processes. These recommendations intend to bring the CoM admissions practices in line with (or exceed) recommendations issued by other medical education organizations and will help to meet or exceed Canadian EDI best practices.

Recommend to Implement

Enhance current strategies

- The Diversity and Social Accountability Admissions Program (DSAAP) will be expanded by transitioning it from an opt in program (financial barrier threshold needs to be met to proceed) to an opt out program where all applicants will have the opportunity to respond to the DSAAP questionnaire.
- A DSAAP index will be calculated for applicants based on their responses to the questionnaire and this score will inform the DSAAP.

EDI and anti-racism training

- The Admissions Office should ensure all staff, administrators, and members on the Admissions Committee take part in mandatory anti-racism and anti-oppression training, which includes anti-Indigenous bias identification, cultural safety, and equity literacy.

Admissions Committee

- The Admissions Committee should be comprised of people with diverse professional backgrounds and cultural/ethnic backgrounds reflective of the peoples of Saskatchewan.

Relationship building to ensure EDI

- Establish and maintain relationships with the CoM EDI office, SMSS EDI representative, the Indigenous Health Committee, and the Division of Social Accountability with the goal of ensuring all processes and policies passed by the Admissions Committee are EDI informed and focused on aligning with the CoM's social accountability mandate.

- MMI station prompts should undergo review to ensure they are EDI-informed.

Data collection

- Release annual data reports on demographics of applicants and accepted students which includes ongoing goals related to EDI initiatives and practices and alignment with the CoM's social accountability mandate.
- Begin and continue to collect basic demographics data from current medical students and use this ONLY to inform the review of current admission processes

Indigenous Admissions Circle

As part of the admissions renewal process, it was identified that a new process for evaluating and scoring Indigenous applicants is needed. The CoM continues to struggle with filling all 10 Indigenous Admissions Pathway seats annually, and although Indigenous applicant numbers have risen over the last few years, the goal of achieving a 10% Indigenous student body has not been reached.

A more equitable process to admitting Indigenous students will support the CoM Strategic Plan goals, and will begin to address recommendations in the TRC Calls to Action – namely, increasing the number of Indigenous health professionals in Canada. Indigenous health professionals will have important impacts on clinical medicine and the health of our province in the future.

Analysis of 34 Indigenous physicians that graduated from the college between 1997-2012 indicated that 22 (65%) Indigenous graduates were practicing in Saskatchewan, 14 (64%) as family physicians and eight (36%) practicing specialty medicine. Twenty-one Indigenous graduates now hold faculty appointments within the College of Medicine.

With the goal of adding a holistic and cultural lens for Indigenous applicants, a new Admissions subcommittee called the Indigenous Admissions Circle will be created. The Circle will have a range of representatives from the Indigenous community, including Elders, faculty, students, staff and community members, with the remaining members being strong Indigenous allies. The Indigenous Admissions Circle will be responsible for reviewing and evaluating Indigenous applications through the Indigenous lens. The Circle will make recommendations for Indigenous applicants for admissions to the CoM to the larger Admissions Committee (as per Accreditations standards).

Some of the admissions requirements for applicants wishing to apply through the Indigenous Admissions Circle will be tailored to meet the goals of the Circle process.

1. Written essay(s) will have a cultural/Indigenous focus, as determined by the subcommittee.
2. Panel interview will be conducted by members of the Indigenous Admissions Circle in a culturally-safe and inclusive way.

3. Applicants applying through the Indigenous Admissions Circle will be offered the opportunity to provide a letter of support from an Indigenous community member.
4. File review will utilize holistic methods and will bring in contextual elements based on the lived experience of the applicants.

Saskatchewan Connectedness

As a socially accountable institution, graduates of the CoM should contribute to the province's future physician workforce. Ensuring we admit students with Saskatchewan connectedness will help us retain these students and will also help prevent gaming of the current Saskatchewan resident definition.

We have investigated which demographic factors at the time of admissions predict future Saskatchewan-based practice in over 1000 of our recent graduates (grad years 2000-2013).

A student is more likely to stay and practice in Saskatchewan if they have:

- Graduated from a Saskatchewan high school (2.1 x more likely to stay)
- Graduated from a high school with less than 20,000 population (1.8 x more likely to stay)
- Attended a Saskatchewan university (2.8 x more likely to stay)

This data will inform a Saskatchewan connectedness index, which will be applied to the applicant pool, with the goal of increasing the retention of our graduates. Indices focused on rurality could also be considered in the future to increase the likelihood of students practicing medicine in rural locations.

Recommend to Implement

Introduce a Saskatchewan connectedness index

- Saskatchewan connectedness will be based on demographic factors that have linked to continued practice within the province and will be assigned a score from 0-100 and this will be z-scored for normalization. Applicants will not know how this score is calculated.
- Saskatchewan connectedness index will help to determine who will be invited to MMI interview (ensuring other metrics have been achieved) and will play a role in determining class composition
 - For example, for the MMI, we would aim to have at least 75% of all interviewees having higher SK connectedness coefficients
 - For example, for offers, we would aim for at least 80% of all admissible applicants having higher SK connectedness coefficients

Pool elimination

- The creation of the Saskatchewan connectedness index will lead to the elimination of the current pools. There will be one main central access pool and creation of “pools” through context scoring on the backend.

Next Steps

Admissions renewal process has highlighted a number of recommendations that will enable the University of Saskatchewan CoM to recruit, admit, and support students that more fully embody the values of the CoM and who will be more likely to practice in the province in the future.

Recommendations are summarized below and have been approved by the Admissions Committee on November 4, 2021. These recommendations will now be considered by the CoM Faculty Council.

Changes that will impact applicants

- Increasing the academic average (minimum UAA) from 75% to 80%
- Requirement of an Indigenous Studies pre-requisite for application
- Introduction of written short essay(s)
- DSAAP opt out survey
- Panel interview
- Indigenous Admissions Circle

Changes to Admissions operational processes

- Incentive for completed graduate degrees
- Creation of a definition of professionalism for the admissions context using the CoM guiding principles of professionalism
- Saskatchewan index calculation
- DSAAP index calculation
- Introduction of context scoring into processes – applicants will be streamed internally
- Weightings of academic and non-academic variables (including calculation of the admission rank number) to determine interview invites and acceptance to the program will be as follows:
 - Prior to MMI: 50% academic average and 50% MCAT (with context scoring for SK-connectedness and DSAAP applied)
 - Prior to Panel Interview: 25% academic average, 25% MCAT, 50% MMI (with context scoring for SK-connectedness and DSAAP applied)
 - Final ARN: 20% academic average, 20% MCAT, 30% MMI, 30% panel interview (with context scoring for SK-connectedness and DSAAP applied)

- Clear communications to applicants highlighting the important features we are looking for in our future medical students (Saskatchewan connectedness, diversity, emotional intelligence, communication skills, professionalism)

Changes to Admissions office

- EDI and anti-racism training for staff, leaders, and the Admissions Committee
- Ensure diverse (professional and cultural/ethnic) representation on Admissions Committee
- Relationship building across the CoM to improve EDI in Admissions and to leverage CoM expertise in this area

Data collection changes

- Linkage of Admissions flags for professionalism and reported UGME professionalism flags
- Implementation of a process to monitor and report on pre-admissions students and post-admissions student performance and success
- Data reports on demographics and diversity to inform and reflect on policy changes
- Ongoing longitudinal data collection to evaluate physician retention in the province

Metrics

In order to determine if changes to CoM admission policies have been successful in achieving our goals, a number of metrics will be tracked over time. These are currently draft metrics and are subject to approval.

Metric	Baseline (2021)	Target	Source / Notes
Academic competence			
Remediation rate	TBD	TBD	
Success in program (y/y)	TBD	TBD	
MCCQE performance pass rate	96%	TBD	
# of students needing to repeat terms or having delayed graduation	TBD	TBD	
Professionalism			
Professionalism issues (infractions / incidents)	TBD	TBD	
Graduate retention			
Graduates practicing in Saskatchewan	53.8%	TBD	Baseline is Classes of 2000-2013
Graduates practicing in communities less than 30,000 inhabitants	11.9%	TBD	Baseline is Classes of 2000-2013
Saskatchewan roots			
Graduated from SK high school	75% (75/100)	TBD	Accepted applicants, from admissions data report
Graduated from high school in a place less than 20,000 population	21.3% (16/100)	TBD	Accepted applicants, from admissions data report
Attended SK university (did not necessarily graduate from)	79% (79/100)	TBD	Accepted applicants, from internal admissions data
Indigenous students			
% of UME student body that is Indigenous	9.4%	10%	
Self-declared Indigenous graduates practicing in province	34 (14 – Family Medicine, 8 – Royal College)	TBD	

Appendix A – Admissions Renewal Committee and Subcommittee Membership

All members of the Admissions Renewal Committee participated in a Subcommittee. The Committee was made up of a diverse group of stakeholders, with representation from the following groups: students, faculty, staff, the Division of Social Accountability, Indigenous Admissions, Regina campus, University of Regina, Saskatchewan Medical Association, and Métis Nation Saskatchewan. Multiple members of the Admissions Renewal Committee are also members of the Admissions Committee.

Admissions Renewal Committee

Chair: Dr. Trustin Domes

Academic Preparedness Subcommittee

Chair: Dr. Regina Taylor-Gjevre

Members: Dr. David Cooper, Mr. Avery Ironside, Dr. Rahul Mainra, Ms. Krista Rhode, Dr. Harold Weger

Communication/Emotional Intelligence Subcommittee

Chair: Dr. Joel Schindel

Members: Ms. Valerie Arnault-Pelletier, Ms. Delilah Dueck, Dr. Jacqueline Kraushaar, Ms. Carla Millsap, Ms. Heather Thiessen

Diversity Subcommittee

Chair: Dr. Manuela Valle-Castro

Members: Dr. Nicole Labine, Miss Amira Muftah, Mr. Joshua Onasanya, Mr. Trevor Poole, Dr. Brent Thoma

Professionalism Subcommittee

Chairs: Mayor Gerald Aalbers and Ms. Sherrill Bueckert

Members: Ms. Carol Brock, Mrs. Edith Conacher, Dr. Susan Hayton, Dr. Matt Parsons, Mr. Shaylin Pillay

Saskatchewan Connectedness Subcommittee

Chair: Dr. Trustin Domes

Members: Dr. Jordan Buchko, Ms. Marg Friesen, Dr. Stephen Loden, Mrs. Sinead McGartland, Dr. Brittini Webster



FACULTY COUNCIL

COMMITTEE REPORT FORM

COMMITTEE: Admissions Committee

COMMITTEE CHAIR: Dr. Trustin Domes

This Report should be placed on the Faculty Council Agenda for:

- ☐ No Report
- ☐ Information Only
- ☐ Discussion
- ☒ Decision

NOTE: The motion in this report is being brought forward as a motion at the Faculty Council Meeting on January 26, 2022.

- ☐ The following item is of particular interest to Faculty Council but does not require any action.
- ☒ The following items require action/approval by Faculty Council.

Signature *Trustin Domes*

Date January 11, 2022



REPORT TO FACULTY COUNCIL
JANUARY 26, 2022

MOTION

That the College of Medicine (CoM) approves the Admission renewal recommendations summarized in the Admissions renewal report. There are six changes that directly impact applicants with new requirements/processes, seven changes that impact Admissions operational processes, three changes to Admissions office procedures, and four areas of focus for data collection for ongoing program evaluation.

On behalf of the Admissions Committee,

Dr. Trustin Domes

Director of Admissions

Background and Rationale

After an external review of the CoM admissions processes in October 2019, the Admissions committee began an almost two-year process of admissions renewal. Numerous stakeholders have been engaged in this important work. The final recommendations resulting from this work are detailed in the attached Admissions renewal report.

The admissions renewal process has highlighted a number of key recommendations that will enable the University of Saskatchewan CoM to recruit, admit, and support students that more fully embody the values of the CoM and who will be more likely to practice in the province in the future. Recommendations denoted by (*) will also require University Council and Senate approval. **Recommendations are summarized below and have been approved by the Admissions Committee on November 4, 2021.**

Changes that will impact applicants

- Increasing the academic average (minimum UAA) from 75% to 80% to start with 2022 cycle*
- Requirement of an Indigenous Studies pre-requisite for application to start with 2024 cycle*
- Introduction of written short essay(s) to start with 2022 cycle*

- Panel interview to start with 2022 cycle*
- DSAAP opt out survey to start with 2022 cycle
- Indigenous Admissions Circle to start with 2022 cycle

Changes to Admissions operational processes

- Incentive for completed graduate degrees to start in 2023 cycle – exact process requires further consultation and consideration
- Creation of a definition of professionalism for the admissions context using the CoM guiding principles of professionalism to start in the 2022 cycle
- Saskatchewan index calculation to start in 2022 cycle
- DSAAP index calculation to start in 2022 cycle
- Introduction of context scoring into processes – applicants will be streamed internally; to start in 2022 cycle
- Weightings of academic and non-academic variables (including calculation of the admission rank number) to determine interview invites and acceptance to the program will change starting in 2022 cycle
- Clear communications to applicants highlighting the important features we are looking for in our future medical students (Saskatchewan connectedness, diversity, emotional intelligence, communication skills, professionalism)

Changes to Admissions office procedures

- EDI and anti-racism training for staff, leaders, and the Admissions Committee – this work is ongoing
- Ensure diverse (professional and cultural/ethnic) representation on Admissions Committee – this work is ongoing and will be formalized with a revised Admissions Committee terms of reference
- Relationship building across the CoM to improve EDI in Admissions and to leverage CoM expertise in this area – this work is ongoing

Data collection changes

- Linkage of Admissions flags for professionalism and reported UGME professionalism flags
- Implementation of a process to monitor and report on pre-admissions students and post-admissions student performance and success
- Data reports on demographics and diversity to inform and reflect on policy changes
- Ongoing longitudinal data collection to evaluate physician retention in the province

2022-2023 Admission Requirements

- [College of Agriculture and Bioresources](#)
- [College of Arts and Science](#)
- [College of Dentistry](#)
- [College of Education](#)
- [Edwards School of Business](#)
- [College of Engineering](#)
- [College of Graduate and Postdoctoral Studies](#)
- [College of Kinesiology](#)
- [College of Law](#)
- [College of Medicine](#)
- [College of Nursing](#)
- [College of Pharmacy and Nutrition](#)
- [Western College of Veterinary Medicine](#)

Official admission requirements for each college are listed here. For more information regarding specific admissions requirements, please direct your questions to admissions@usask.ca.

College of Medicine

[Doctor of Medicine](#)

Social Accountability in Medical School Admissions in Saskatchewan

The University of Saskatchewan College of Medicine values future medical students that have a strong connection to Saskatchewan. We do not have any specific Saskatchewan residency requirements, but we take into account many factors that have been linked to future Saskatchewan based practice. These factors and the algorithm used to inform us of this will not

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be publicly released and may change over time. Our goal is to have the vast majority of our incoming class have a strong desire to serve the residents of Saskatchewan in the future.

We welcome applicants from diverse backgrounds. In order to do this we will request information from our applicants that allow us to learn more about how their lived experiences have impacted their ability to enter medical school. We believe in equity, diversity and inclusivity and will strive to have a medical school class that is reflective of the socio-economic cultural diversity of the province.

Indigenous applicant files will be reviewed and assessed by the Indigenous Admissions Circle. The Indigenous Admissions Circle will utilize holistic methods in the evaluation of files for applicants who self-declare as First Nations, Metis, or Inuit (that have provided acceptable proof of identity as per the College of Medicine guidelines), with applicants submitting different short essays and the panel interview will occur with members of the Indigenous Admissions Circle. There will be at least ten spots reserved for applicants applying through the Indigenous Admissions Circle pathway.

Admission Qualifications

Residency

- All applicants must have lived in Canada for at least three years prior to August 1 of the year in which admission is being sought.
- All applicants must be a Canadian citizen or have Permanent Resident status by the application deadline of October 1.

Academic Requirements

- Proficiency in English is required.
- All applicants must have completed a four-year degree (in any discipline) within a 5-year timeframe. All of the requirements for the degree must be completed by April 30th of the year the applicant is seeking admission into Medicine.
- A minimum university academic average (as defined by the College of Medicine Admissions) of 80% is required. All remaining courses completed after the date of application must minimally average 80%, as well. The College of Medicine encourages applicants with graduate and advanced degrees to apply.
- MCAT - All applicants must complete the Medical College Admission Test (MCAT) prior to the application deadline. For Fall 2022 application (for entry in 2023), no minimum MCAT total and section scores are required to apply. The Admissions Committee reviews all of the applicant MCAT scores and sets the minimum overall MCAT and section scores for the current cycle. In the last three cycles, a total score of 492, with minimum section scores

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BBFL 123; CARS 122; CPBS 123; PSBB 123 was the cut score set by the Admissions Committee. MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for the Fall 2022 application are from January 2019. Only the most recent MCAT will be considered. The cut-scores for the MCAT will be set by the Admissions Committee once all applications have been reviewed.

NOTE: While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as preparation for the basic science content covered in the first-two years of the undergraduate medical curriculum.

Non-Academic Requirements/Personal Factors

- A situational on-line judgement test (for example, CASPer - computer-based assessment for sampling personal characteristics).
- Diversity and Social Accountability Admissions Program Index – The DSAAP is a voluntary/opt-out program where applicants respond to a series of optional questions with the goal of enhancing equity in medical school admissions for applicants coming from disadvantaged backgrounds. At least six seats will be reserved for applicants through this program.
- Saskatchewan Connectedness Index – utilizes demographic variables that have been associated with future Saskatchewan-based practice.
- Personal Essays - short (less than 500 word) written responses to two different questions focusing on the applicant's personal experiences, attributes and motivations for entering medical school at the University of Saskatchewan.
- Multiple Mini Interview (MMI)
- Panel Interview

Selection Criteria

Weighting - Weightings of academic and non-academic variables (including calculation of the admission rank number) to determine interview invites and acceptance to the program will be

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as follows: Prior to MMI: 50% academic average and 50% MCAT (with context scoring for SK-connectedness and DSAAP applied). Prior to Panel Interview: 25% academic average, 25% MCAT, 50% MMI (with context scoring for SK-connectedness and DSAAP applied). Final ARN: 20% academic average, 20% MCAT, 30% MMI, 30% panel interview (with context scoring for SK-connectedness and DSAAP applied). The Admissions Committee will set a score cutoff at each phase of the cycle (MMI; panel IV; final offers/waitlists) and applicants not meeting the cutoff set by the Admissions Committee will be removed from consideration for the next step in the admissions cycle.

References - The names of three referees and their contact information will be requested from applicants at the time of interview notification. Referees must have supervised the applicant in a research, employment or volunteer role. References are not scored; they are used on a rule out basis.

Areas of Concern Review - A full-file review for any areas of concern including professionalism issues, academic/non-academic misconduct, criminal record, or any characteristics or behaviours that would make the applicant unsuitable for a career in medicine.

Criminal Record Check - All applicants offered admission will be required to submit a criminal record check, including vulnerable sector screening, to the College of Medicine by the first day of Orientation of the year of entry.

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<#>Categories of Applicants:

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<#>Ninety-five of the first-year seats are reserved for Saskatchewan residents. To increase the number of Indigenous physicians, 10 of the first-year seats are available for qualified, self-identified First Nations, Métis and Inuit applicants through the Indigenous Admissions Pathway (Note: these seats are included in the 95 allocated Saskatchewan seats).¶

<#>All applicants must have lived in Canada for at least three years prior to August 1 of the year in which admission is being sought and they must be

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Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

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

Yes☐ No☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

☐

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

Joint Program

☐

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

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

Yes☐ No☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP OTHER THAN NOTED**NOTE: The changes below are for the DM [Doctor of 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.)

- Increase the academic average [minimum undergraduate university average (UAA)] from 75% to 80%

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.)

- Prior to MMI: 50% academic average and 50% MCAT (with context scoring for SK-connectedness and DSAAP applied)

- Prior to Panel Interview: 25% academic average, 25% MCAT, 50% MMI (with context scoring for SK-connectedness and DSAAP applied)

- Final ARN: 20% academic average, 20% MCAT, 30% MMI, 30% panel interview (with context scoring for SK-connectedness and DSAAP applied)

NOTE: Indigenous Admissions Circle applicants have to meet the same admissions requirements but their files will be reviewed more holistically through an Indigenous lens.

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?)

- Introduction of written short essay(s)
- Panel interview
- DSAAP (Diversity and Social Accountability Admissions Program) opt out survey

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?

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

Yes ☒ No ☐

If YES, what and by what date?

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

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

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

2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

1 Should classes count towards T2202s?

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition? Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐

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

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount. Yes ☐ No ☐

14

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?
If yes, choose one of the following?
Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

Yes

No

XXXXXXXXXX

2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program
Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

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

Yes

No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

2

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP OTHER THAN NOTED**NOTE: The changes below are for the DM [Doctor of 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.)

- Addition of requirement of an Indigenous Studies pre-requisite of 3 credit units for application

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?

202505 [May 2025]

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

Yes ☒ No ☐

If YES, what and by what date?

As per current requirements

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

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

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

2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

1 Should classes count towards T2202s?

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

14

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: March 17, 2022

SUBJECT: **Change to Admissions Qualifications- Master of Education in School and Counselling Psychology**

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

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies and the Department of Educational Psychology and Special Education are proposing changes to the admissions requirements for the thesis based M.Ed program in School and Counselling Psychology. The proposed changes revise the pre-requisite requirements for admission to the program, while still requiring sufficient undergraduate training in psychology or education. The changes will ensure that the requirements from the School and Counselling Psychology stream align better with the pre-requisite requirements for other graduate programs in Educational Psychology.

CONSULTATION:

These changes received departmental approval from the Department of Educational Psychology at its October 29, 2021 meeting and were reviewed and approved at the January 11, 2022 Graduate Programs Committee within CGPS. The Academic Programs Committee reviewed the proposed changes at its February 16, 2021 meeting and agreed that the changes were reasonable and should help streamline admissions processes for the different graduate programs offered in Educational Psychology.

ATTACHMENTS:

1. **Proposal – Change in Admissions Requirements for the M.Ed. in School and Counselling Services**



MEMORANDUM

To: Academic Programs Committee of Council

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

Date: January 13, 2022

Re: **Change in Admission Requirements for M.Ed. in School and Counselling Psychology**

The Department of Educational Psychology and Special Education offers a Master of Education thesis program in School and Counselling Psychology. The admission requirements for this program included an extensive list of required undergraduate course work which the department now wants to streamline and simplify, in order to improve student access to the program and to align these admission standards with other thesis master's programs in the department.

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this change at its meeting of January 11, 2022. Committee members agreed that the proposal would result in more equitable treatment for students, as well as reducing advising confusion and administrative complexity with the program

The following motion was approved unanimously: That the Committee recommend approval of revising the course prerequisite requirements for admission to the M.Ed. in School and Counselling Psychology program to require a four-year degree in Psychology or Education, 6 credit units of undergraduate coursework in Counselling Psychology, and 3 credit units of undergraduate coursework in Statistics.

The program as presently approved is described here: <https://grad.usask.ca/programs/educational-psychology-special-education.php#Admissionrequirements>

Attached please find a memo from the department explaining this change.

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

Cc:

Lynn Lemisko, Head, EPSE

Laureen McIntyre, Graduate Chair, EPSE

EPSE Minor Changes to Admission/Prerequisite Requirements Request

Request Overview

The Department of Educational Psychology & Special Education (EPSE) is seeking to make minor changes to the admissions/prerequisite requirements of our Master of Education (M.Ed.) in School and Counselling Psychology program to better align the admission/prerequisite requirements of each of our M.Ed. program streams and enhance student accessibility.

Context

We have **three programs** related to our Master of Education (M.Ed.).

The M.Ed. in Educational Psychology & Special Education, which offers both course-based and thesis-based options, has **two programs**: Special Education stream; and a Measurement & Evaluation stream. The prerequisite requirements for these two streams include:

- (1) **Language Proficiency Requirements**: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English;
- (2) A Cumulative Weighted Average of at least 70% (University of Saskatchewan or UofS grade system equivalent) in the last two years of study (i.e., 60 credit units); and
- (3) Then specific program stream requirements as follows:

Special Education Stream applicants are then required to have completed:

- A four-year degree in Psychology or Education;
- An introductory statistics course; and
- A minimum six credit units of undergraduate study in the area of special education.

Measurement and Evaluation applicants are then required to have completed:

- A four-year degree in Psychology or Education; and
- An intermediate statistics course.

The **third program** in the EPSE department is the M.Ed. in School and Counselling Psychology (thesis-based route only). This program also requires applicants to demonstrate:

- (1) **Language Proficiency Requirements**: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English;
- (2) a Cumulative Weighted Average of at least 70% (UofS grade system equivalent) in the last two years of study (i.e., 60 credit units); and

- (3) Then prospective students are currently required to complete a much more extensive list of prerequisite courses than the other M.Ed. programs in our department based on the type of undergraduate degree they have completed (i.e., 24-27 credit units of undergraduate coursework). Specifically, students who have completed:
- (i) A Bachelor of Arts (Honours) degree in Psychology from the UofS are required to have completed **8 specific 3 credit courses (24 credit units)** of psychology, educational psychology, and special education coursework (i.e., EPSE 390, EPSE 258 or 202, EPSE 416, EPSE 417, PSY 120, PSY 121, PSY 222, PSY 233, PSY 234).
 - (ii) A Bachelor of Education degree from the UofS are required to have completed **9 specific 3 credit courses (27 credit units)** and an extended practicum of psychology, educational psychology, and special education coursework (i.e., EPSE 390, EPSE 258 or 202, EPSE 416, EPSE 417, PSY 120, PSY 121, PSY 222, EPSE 441 or PSY 233, PSY 234).
 - (iii) A Bachelor of Arts (Honours) degree in Psychology or a Bachelor of Education degree from any university other than the UofS are required to have completed **8 specific 3 credit courses (24 credit units)** of psychology, educational psychology, and special education coursework (i.e., EPSE 390, EPSE 258 or 202, EPSE 416 or PSY 257, EPSE 417, PSY 120, PSY 121, PSY 222, EPSE 441 or PSY 233, PSY 234).
 - (iv) A 4-year degree other than a Bachelor of Arts (Honours) degree in Psychology or Educational Psychology from any university other than the UofS are required to have completed at least 30 credit units in psychology from an accredited university and then an additional 4 specific 3 credit courses in educational psychology and special education (i.e., EPSE 390, EPSE 417 or PSY 257, EPSE 416, and EPSE 441 or PSY 233).

Prospective students have frequently reported the difficulty they have meeting these admission/prerequisite requirements due to a variety of reasons (i.e., financial burden, specific equivalent course availability, etc.). Therefore, our department wants to change the admissions/prerequisite requirements for the School and Counselling program to improve student accessibility to this program and better align the admission/prerequisite requirements to our other two M.Ed. program streams.

Consequently, we are requesting the following change to the School and Counselling Psychology program stream's specific admission/perquisite requirements. Prospective students will need to have completed:

- (1) A four-year degree in Psychology or Education or a related field (i.e., Bachelor of Education (B.Ed.), or Bachelor of Arts Honours (B.A. Honours), or Bachelor of Arts (Honours) in an area other than Psychology or Education, etc.);

- (2) A minimum 6 credit units of undergraduate study in Counselling Psychology (e.g., at the UofS EPSE 417 Introduction to Counselling or EPSE 416 Comprehensive Guidance and Counselling, or equivalent courses from another institution); and
- (3) A minimum of 3 credit units of undergraduate study in introductory statistics (e.g., at the UofS EPSE 441, PSY 233, or PSY 234, or an equivalent course from another institution).

This admissions/prerequisite program change received departmental approval at our October 29, 2021 department meeting.

If you have any questions related to our request, please let us know.

Sincerely,



Laureen McIntyre, Ph.D.
Graduate Chair
Department of EPSE



Lynn Lemisko, Ph.D.
Department Head
Department of EPSE

[Graduate Programs \(../index.php\)](#) / [Educational Psychology and Special Education \(index.php\)](#) /

Master of Education (M.Ed.) School and Counseling Psychology - Thesis-based

Educational Psychology and Special Education

Master of Education (M.Ed.) School and Counseling Psychology - Thesis-based

[Admissions \(https://grad.usask.ca/programs/educational-psychology-special-education.php\)](https://grad.usask.ca/programs/educational-psychology-special-education.php)

[Academic policies \(../policies.php\)](#)

This full time program requires the completion of 33 credit units of academic course work. The program focuses intensely on the integration of research and practice. The objective is to prepare future psychologists who provide direct (assessment, intervention) and indirect (consultative, collaborative, advocacy) psychological services to children, youth and young adults, their families, school personnel, and the community. Graduates from this program will be trained as ethical, scientist practitioners who have competencies to work as members of interdisciplinary teams in a variety of academic, research, school, mental health, government, community agency, and private practice settings.

Admission Requirements

- Bachelor of Education (B.Ed.), or Bachelor of Arts Honours (B.A. Honours), or Bachelor of Arts (Honours) in an area other than Psychology or Education
- - A minimum 6 credit units of undergraduate study in Counselling Psychology (EPSE 417 Introduction to Counselling or EPSE 416 Comprehensive Guidance and Counselling. or equivalent courses from another institution); and
 - A minimum of 3 credit units of undergraduate study in introductory statistics (EPSE 441, PSY 233, or PSY 234, or an equivalent course from another institution).

~~at least one year of successful work experience in a human services field~~

~~Students applying with B.A.(Hon.) in Psychology~~

~~EPSE 202.3 or EPSE 302.3 or PSY 213.3 or PSY 214.3 (Courses may be included in the B.A.
(Hon.) in Psychology program)~~

<https://programtest.usask.ca/grad-studies/educational-psychology-special-education/spec-ed-counselling-thesis.php#AdmissionRequirements>

1/3

- ~~EPSE 390.3~~
- ~~EPSE 416.3~~
- ~~EPSE 417.3 or PSY 257.3 (Courses may be included in the B.A.(Hon.) in Psychology program)~~
- ~~EPSE 540.3~~
- ~~PSY 110.6 (Courses may be included in the B.A.(Hon.) in Psychology program)~~
- ~~PSY 222.3 (Courses may be included in the B.A.(Hon.) in Psychology program)~~
- ~~PSY 233.3 (Courses may be included in the B.A.(Hon.) in Psychology program) or EPSE 441.3~~
- ~~PSY 234.3 (Courses may be included in the B.A.(Hon.) in Psychology program) or ERES 840.3~~

~~Students applying with B.Ed.~~

- ~~EPSE 202.3 or EPSE 302.3 (course is compulsory in the B.Ed. program) or PSY 213.3 or PSY 214.3~~
- ~~EPSE 390.3 (course is compulsory in the B.Ed. program)~~
- ~~EPSE 416.3~~
- ~~EPSE 417.3 or PSY 257.3~~
- ~~EPSE 441.3 or PSY 233.3~~
- ~~EXPR 402.15 (course is compulsory in the B.Ed. program)~~
- ~~PSY 110.6~~
- ~~PSY 222.3~~
- ~~PSY 234.3 or ERES 840~~

~~must have a total of 15 credit units of Psychology, including the Psychology prerequisites~~
~~must have at least one year of successful work experience in a human services field~~

~~Students applying with 4-year degree other than B.A.(Hon.) in Psychology or B.Ed.~~

- ~~must have at least one year of successful work experience in a human services field must~~
- ~~have completed 30 credit units in Psychology and the Educational Psychology prerequisites (i.e. EPSE 202.3/302.3 or PSY 213.3 or PSY 214.3; EPSE 390.3; EPSE 417.3 or PSY 257.3; and EPSE 416.3)~~

Degree Requirements

Students must maintain continuous registration in the 994 course.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

A minimum of 33 credit units, including the following:

- two 3-credit unit courses at the 800-level in Research Methodology, chosen in consultation with the Educational Psychology and Special Education Department Graduate Chair. Acceptable courses could include: ERES 840.3, ERES 841.3, ERES 845.3, ERES 810.3, ECUR 844.3, ECUR 809.3 and/or other courses as approved by the department

Students must also complete the following courses:

-
- SCP 810.3
- SCP 811.3
- SCP 812.3
- SCP 813.3
- SCP 814.3
- SCP 816.3
- SCP 817.3
- SCP 818.3
- SCP 819.3
- SCP 990.0
- SCP 991.0
- SCP 994.0

residency requirement of 2 years

Potential Elective Courses:

- EPSE 821.3
- SCP 815.3

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Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

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

NOTE: This change is for the Master of Education-Thesis (MED-T-GP) Program and Ed Psych and Special Education (EPSE) Major and School and Counselling Psych (SCP) Concentration

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.)

- Four-year degree in Psychology or Education or a related field (ie. Bachelor of Education (B.Ed.), Bachelor of Arts Honours (B.A. Honours), or Bachelor of Arts (Honours) in an area other than Psychology or Education)
- minimum of 6 cu's of undergraduate coursework in Counselling Psychology (ie. at USask EPSE 417 or EPSE 416 or equivalent courses from another institution)
- minimum of 3 cu's of undergraduate coursework in Statistics (ie. at USask EPSE 441, PSY 233, or PSY 234 or equivalent course from another institution)

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?

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

Yes ☐ No ☒

If YES, what and by what date?

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

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

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

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition? Yes ☐ No ☐
If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐
If YES, from which tuition code to which tuition code?

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount. Yes ☐ No ☐

14
If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

--

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: March 17, 2022

SUBJECT: **Change to Admissions Qualifications for the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance**

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

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 Agriculture and Bioresources is proposing a direct entry route into the existing Kanawayihetaytan Askiy diploma programs. Currently the only pathway for entering the diploma programs is through the Kanawayihetaytan Askiy certificate. This new pathway would allow students to enter the diploma program directly from secondary school and, so, introduces secondary school requirements as well as options for clearing deficiencies within the first year of study.

CONSULTATION:

These changes were approved by faculty council in the College of Agriculture and Bioresources and were presented to the Academic Programs Committee at its January 26, 2022 meeting. The committee was supportive of the work the college is doing to support students to enter these programs through various routes.

ATTACHMENTS:

1. **Kanawayihetaytan Askiy Diplomas Admissions Requirements Mark-up**

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Indigenous Lands Governance

Admission Qualifications

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

- Grade 12 standing or equivalent.
- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30* or university-level equivalent
- Proficiency in English.

*Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study

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

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30* or university-level equivalent
- Proficiency in English.

*Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study

OR

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete [INDG 107.3](#) Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies within the first year of their program.

Special (Mature) Admission

- Proof of age (21 years or older by the first day of classes).
- Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or post-secondary coursework.
- Less than 18 credit units of transferable post-secondary coursework.
- Resume

- Proficiency in English

Selection Criteria

- Regular Admission: Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
 - OR Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate.
- Special (Mature) Admission: Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at recognized and/or accredited post-secondary institution, with an average of at least 60%.

OR

Admission is based on completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%.

Special (Mature) Admission

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

Indigenous Equity Admission - High School (less than 18 credit units of transferable post-secondary)

Indigenous applicants must meet the admission prerequisite and a minimum average of 65%. Applicants wishing to apply in this category must self-declare on the application for admission. Applicants must provide documents in support of Indigenous identity.

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Indigenous Resource Management

Admission Qualifications

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

- Grade 12 standing or equivalent.
- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Prerequisite subjects from each of the following subject areas*:
 - Biology 30 or university-level equivalent
 - Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent
- Proficiency in English.

*Applicants may be admitted with two prerequisite deficiencies that must be cleared before second year of study

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

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

*Applicants may be admitted with two prerequisite deficiencies that must be cleared before second year of study

OR

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete [INDG 107.3](#) Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies Introduction to Canadian Indigenous Studies within the first year of their program.

Special (Mature) Admission

- Proof of age (21 years or older by the first day of classes).
- Foundations of Mathematics 30 or Pre-Calculus 30
- Biology 30 or university-level equivalent
- A written submission demonstrating capacity to undertake university-level studies.

- Transcripts of any secondary or post-secondary coursework.
- Less than 18 credit units of transferable post-secondary coursework.
- Resume
- Proficiency in English

Selection Criteria

- Regular Admission: Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
 - OR Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate.
- Special (Mature) Admission: Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

Regular Admission

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at recognized and/or accredited post-secondary institution, with an average of at least 60%.

OR

Admission is based on completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%.

Special (Mature) Admission

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

Indigenous Equity Admission

Indigenous applicants must meet the admission prerequisite and a minimum average of 65%. Applicants wishing to apply in this category must self-declare on the application for admission. Applicants must provide documents in support of Indigenous identity.

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

NOTE: The following is for the KANASK-ASKGV [Kanawayihetaytan Askiy DipGovr] program which leads to the KADILG [Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance] credential

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

As per current set-up

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

As per current set-up

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

As per current set-up

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

As per current set-up

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?

As per current set-up

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

As per current set-up

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

As per current set-up

9 What is the application deadline?

As per current set-up

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

Regular Admission (High School) - grade 12 standing or equivalent; minimum average of 70% on five subject high school average; Mathematics - Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent; Proficiency in English; Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study

Regular Admission (Post Secondary) - minimum average of 60% on 18 or more transferable cu's or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to USask; Mathematics - Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent; Proficiency in English; Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study OR

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%; OR

Completion of the Indigenous Peoples Resource Management Certificate with a minimum cumulative weighted average of 60% (Students accepted with a Certificate are required to complete INDG 107.3 within the first year of their program)

Special (Mature) Admission - Proof of age (21 yrs or older by the first day of classes); Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent; A written submission demonstrating capacity to undertake university-level studies; Transcripts of any secondary or post-secondary course work; Less than 18 cu's of transferable post-secondary course work; Resume; Proficiency in English

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

Regular Admission - Average is calculated using five high school subjects or on 18 or more transferable credits OR

Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate

Special (Mature) Admission - Applicants are admitted at the discretion of the college; the admission decision is based on the applicant's written submission and demonstrated academic potential

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

Regular Admission OR

Special (Mature) Admission OR

Indigenous Equity Admission (high school and less than 18 cu's of transferable post-secondary)

- 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?)

As per current set-up

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

As per current set-up

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

As per current set-up

- 16 Will the standard application fee apply?

As per current set-up

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

	As per current set-up	
18	Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	As per current set-up	

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

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

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

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

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

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202305 [May 2023]

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

Yes ☐ No ☒

If YES, what and by what date?

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

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

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

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition? Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐

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

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount. Yes ☐ No ☐

14

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?
If yes, choose one of the following?
Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

Yes

☐

No

☒

2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program
Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

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

Yes

☐

No

☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

1

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

Yes

No

X

2

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

3

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

4

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

5

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

6

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

7

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

NOTE: The following is for the KANASK-ASKRM [Kanawayihetaytan Askiy DipMgmt] program which leads to the KADIRM [Kanawayihetaytan Askiy Diploma in Indigenous Resource Management] credential

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

As per current set-up

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

As per current set-up

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

As per current set-up

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

As per current set-up

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?

As per current set-up

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

As per current set-up

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

As per current set-up

9 What is the application deadline?

As per current set-up

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

Regular Admission (High School) - grade 12 standing or equivalent; minimum average of 70% on five subject high school average; Prerequisite subjects from each of the following areas: Biology 30 or university-level equivalent, Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent; Proficiency in English; Applicants may be admitted with two prerequisite deficiencies that must be cleared before second year of study

Regular Admission (Post Secondary) - minimum average of 60% on 18 or more transferable cu's or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to USask; Prerequisite subjects from each of the following subject areas: Biology 30 or university-level equivalent, Foundations of Mathematics 30 or Pre-Calculus 30 or university-level equivalent; Proficiency in English; Applicants may be admitted with two deficiencies that must be cleared before second year of study OR Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%; OR Completion of the Indigenous Peoples Resource Management Certificate with a minimum cumulative weighted average of 60% (Students accepted with a Certificate are required to complete INDG 107.3 within the first year of their program)

Special (Mature) Admission - Proof of age (21 yrs or older by the first day of classes); Foundations of Mathematics 30 or Pre-Calculus 30; Biology 30 or university-level equivalent; A written submission demonstrating capacity to undertake university-level studies; Transcripts of any secondary or post-secondary course work; Less than 18 cu's of transferable post-secondary course work; Resume; Proficiency in English

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

Regular Admission - Average is calculated using five high school subjects or on 18 or more transferable credits OR Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate

Special (Mature) Admission - Applicants are admitted at the discretion of the college; the admission decision is based on the applicant's written submission and demonstrated academic potential

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

Regular Admission OR
Special (Mature) Admission OR
Indigenous Equity Admission (high school and less than 18 cu's of transferable post-secondary)

- 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?)

As per current set-up

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

As per current set-up

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

As per current set-up

- 16 Will the standard application fee apply?

As per current set-up

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

As per current set-up

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

Yes ☐ No ☐

As per current set-up

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

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

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

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

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

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202305 [May 2023]

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

Yes ☐ No ☒

If YES, what and by what date?

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

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

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

2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

1 Should classes count towards T2202s?

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

Standard Undergraduate per credit

Standard Graduate per credit

Standard Graduate per term

Non standard per credit*

Non standard per term*

Other *

Program Based*

* See attached documents for further details

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

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

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

Yes

No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes

No

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

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

Yes

No

14

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: March 17, 2022

SUBJECT: Academic and Curricular Nomenclature

MOTION: (Oates/Yao) *It is recommended that Council approve the changes to Academic and Curricular Nomenclature (the Nomenclature Report), effective immediately.*

PURPOSE:

University Council has the authority to approve changes to academic policies. Academic and Curricular Nomenclature is classified as an academic policy.

CONTEXT AND BACKGROUND:

Academic and Curricular Nomenclature (the “Nomenclature Report”) provides a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the institution. This report was last revised in 2017, with those revisions approved by Council in June 2017. Revisions are now being introduced to include a number of definitions for different modes of instructions.

The recommended changes to the Nomenclature Report are to address the need for more robust attributes and class schedule types to accurately capture the variety of teaching modes that exist at USask. This need was made apparent during the Covid-19 pandemic, when a variety of approaches to online learning were taken, such as fully online, blended, hybrid, synchronous or asynchronous. These new definitions will help students to better understand how the class they are enrolling in will be taught.

The proposed changes are included in both a marked-up version of the Nomenclature Report and a clean copy.

CONSULTATION:

These changes were developed in consultation with the Director of Teaching and Learning Assessment and were provided to associate deans, academic for review. The Academic Programs Committee reviewed the proposed changes at its March 9, 2022 meeting and voted to recommend the changes for Council’s approval.

ATTACHMENTS:

1. **Academic and Curricular Nomenclature (mark up)**
2. **Academic and Curricular Nomenclature (clean)**

Academic and Curricular Nomenclature

- [Purpose](#)
- [Principles](#)
- [Authority and Responsibility](#)
- [Section I: Organizational Definitions](#)
- [Section II: Admission Definitions](#)
- [Section III: Student Definitions](#)
- [Section IV: Program Definitions](#)
- [Section V: Course Definitions](#)
- [Section VI: Class Definitions](#)
- [Section VII: Modes of Instruction](#)
- [Section VIII: Credit Units and Billing Hours](#)
- [Section IX: Transfer Credit Definitions](#)
- [Section X: Study Abroad Definitions](#)
- [Section XI: Mobility Agreement Definitions](#)
- [Section XII: Student Record Definitions](#)
- [Section XIII: Time-Period Definitions](#)
- [Section XIV: University Catalogue Definitions and Standards](#)
- [Appendix: Course Level Numbering](#)

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Responsibility: Russell Isinger, University Registrar and Director of Student Services

Approval: University Council June, 2011; June, 2016; June 22, 2017, November 16, 2017, June 18, 2020

Purpose

The purpose of the University of Saskatchewan Academic and Curricular Nomenclature is to provide a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the university. Nomenclature defines terms contained in other duly approved University of Saskatchewan policies and procedures and commonly used administrative practices and processes.

Principles

Shared language makes collaboration possible and our nomenclature needs to evolve and be flexible enough to encourage the changes in academic programming that are developing throughout campus. In particular, there is a need to offer compelling,

engaging, and challenging academic programs which are creatively designed, are grounded in both global and Indigenous perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Therefore, the terminology in this document has been developed with a focus on facilitating change and creativity in curricular development, providing structure only to ensure quality and fairness. The guiding philosophy of nomenclature is that we can improve our academic programs by clarifying and revising the language we use to communicate across campus.

Authority and Responsibility

Under the bylaws of university council, council prescribes curricula, programs of study, and courses of instruction, and authorizes the establishment of colleges and departments. This responsibility includes the authorization of policies related to curriculum, programs, courses, and academic administrative structures. The [Academic Programs Committee of Council](#) is responsible for recommending to council classifications and conventions for instructional programs.

The registrar is responsible for management of registration and student information systems so that academic programs may be administered in an orderly manner. This responsibility includes the development and implementation of definitions for academic and curricular terminology, including coordinating with other university offices to establish common terminology.

Additional definitions relating to university governance and the administration of nomenclature, students and faculty can be found in [The University of Saskatchewan Act \(1995\)](#), the [University Council bylaws](#), and the [USFA Collective Agreement](#).

Section I: Organizational Definitions

Academic Unit

The term "academic unit" is used to describe authority over academic programs and student progression. Primarily, these refer to departments, schools, and colleges, but for specific programs the academic authority could be an academic division, a research centre or an interdisciplinary administrative committee. Regardless of the name, it is the structure and purpose of the academic or administrative unit that determines the nomenclature that applies.

Affiliated College

An educational institution recognized by the University of Saskatchewan as carrying on work of a university level. As described in the bylaws of council, the aim of affiliation is

to associate with the university for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized by council as of university grade, where such association is of mutual benefit to the university and the institution seeking affiliation. The colleges affiliated with the University of Saskatchewan are Horizon College and Seminary, Saskatoon; College of Emmanuel and St. Chad, Saskatoon; Gabriel Dumont College, Saskatoon and Prince Albert; Lutheran Theological Seminary, Saskatoon; St. Andrew's College, Saskatoon; St. Peter's College, Muenster; and Briercrest College and Seminary, Caronport, SK.

Board of Governors

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. The board is responsible for overseeing and directing all matters involving the management, administration and control of the university's property, revenues and financial affairs.

Centre

The university currently hosts a variety of centres, variously known as centres, institutes, units, organizations or networks, including incorporated entities. For purposes of this policy, a centre is a formally structured organization which is not a division, department, school or college, but which is established within or in conjunction with the university, for the pursuit or support of: scholarly, artistic, scientific, or technological objectives; teaching; or outreach.

- **Type A Centres** are those that are organizationally part of one college, and report to a dean. These centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of the centre should be congruent with approved college plans and would be established with the dean's endorsement and council approval. Responsibility for funding of these centres rests with the college.
- **Type B Centres** are those that involve activities beyond the scope of a single college and/or involve significant resources and will require the endorsement of the deans involved, the appropriate vice-president (usually the vice-president research) and Provost's Advisory Committee (PAC) before seeking the approval of council. These centres are organizationally part of the university and are subject to university management and control, reporting to a designated dean, an executive director that reports to the vice-provost, or an appropriate vice-president (usually the vice-president research).
- **Type C Centres** are incorporated and legally distinct from the university, and which have academic/research implications for the university. These centres must have the authorization of the vice-presidents and secure council approval before being recommended to the Board of Governors. These centres may be either a cooperative relationship involving the sharing of resources, or a landlord-tenant relationship, reflecting the academic interest of the university in the centre's activities and recognizing the university's community obligation to promote the greatest community use of its faculties and resources. These centres will report on their academic and research activities to a dean to the extent possible, and/or to an

appropriate vice-president. A financial report must also be provided to the vice-president (finance and resources) for the board, and all legal requirements of incorporated entities met.

- **Type D Centres** are legally incorporated entities, established to support the activities of the university, but which have no academic focus. Such centres may be proposed by a college or administrative unit, and their establishment would require the approval of the vice-president finance and resources, PAC, and the Board of Governors. Type D centres would report on an annual basis to the vice-president finance and resources and through that office to the board.

Chancellor and Senate

The duties and authority of the chancellor and senate are described in The University of Saskatchewan Act 1995. In general, the chancellor presides at meetings of convocation and senate, and confers degrees. In general, senate is responsible for non-academic student discipline, examination for professional societies, grants honorary degrees, and confirms the decisions of council in the areas of admission requirements, quotas, the disestablishment of departments and colleges, and the dissolution of affiliations.

College

An organizational unit of the university, the faculty council of which is assigned the general responsibility for the development and delivery of programs and courses leading to degrees, certificates, diplomas and other forms of recognition approved by the university and for matters of scholarship and discipline relating to the students enrolled therein.

The dean of a college is an officer of the university with duties and authority described in [The University of Saskatchewan Act \(1995\)](#). The dean is responsible for general supervision over and direction of the work of the college and of the teaching and training of the students of the college. In a non-departmentalized college, the college is also responsible for instruction, research and scholarly work, as described for departments.

Department

An organizational unit of a college, the faculty of which is responsible for the development and delivery of instruction and for carrying out research and scholarly work in a particular subject and/or related subjects.

The head of a department is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The department head has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department following consultation with the department as a whole. The head is also responsible to the dean for the satisfactory performance of the work of the department.

Division

A division may be an academic division or an administrative division. **Academic**

divisions are under the authority of University Council, Senate, and the Board of Governors, and operate much like departments, defining the unit's disciplinary or interdisciplinary approach towards program delivery and research, scholarly and artistic work. Examples of academic divisions include the Division of Nutrition in the College of Pharmacy and Nutrition and the Biomedical Engineering Division in the College of Graduate Studies and Research. Academic divisions operate under the direction of a dean and are often governed by an interdisciplinary committee of faculty members. In contrast to academic divisions, **administrative divisions** do not require oversight by University Council, Senate, or the Board of Governors. These units are organized to facilitate administration of a group of departments, programs, or other specific activity in order to achieve administrative efficiencies.

Faculty

A faculty member is defined in The University of Saskatchewan Act (1995) as a person who serves as a professor, associate professor, assistant professor, lecturer, special lecturer, instructor, or librarian. The act requires full-time employment. However, the bylaws of university council defines as members of a college or school faculty, those professors, associate professors, assistant professors, and full-time lecturers, who are members of departments which, for administrative purposes, are assigned to the dean of that college or the head of that school.

Federated College

An educational institution authorized by the university to offer for university credit, courses in certain subject areas. As described in the bylaws of university council, a federated college must be authorized by the university to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the federated college teaching staff, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized, and the college must be situated on or adjacent to the campus at Saskatoon. St. Thomas More College, Saskatoon, is the university's only federated college.

Off-Campus

- **Off-Campus Site** – a regional college or other educational institution where students may be admitted to the University of Saskatchewan for one or more years of study. Sites designated are reviewed at regular intervals under a policy that requires, among other things that the site offer classes in humanities, social sciences and sciences so that students can complete at least the first year of studies.
- **Off-Campus Class** – the administration of the class is not through the main university campus (e.g. through a regional college), if the class is not taught in Saskatoon, or if permitted by the registrar. This definition is used in the

determination of student fees.

See also "Off-Campus Class" under Course Definitions.

- **Off-Campus Activity** – refers to university-affiliated activities involving faculty, staff, or students which occurs off of the main university campus. This includes academic activities, including fieldwork and all off-campus modes of instruction, and non-academic activities, such as ratified student group events.
- **Off-Campus Graduate Student** – students completing thesis and project requirements are considered to be on-campus unless specifically designated by the registrar for program purposes.

Officers of the University

The authority and duties of the following are described in The University of Saskatchewan Act 1995: president, vice-president and acting president, deans, heads of departments, secretary, and controller. The president is responsible for supervising and directing the academic work of the university, its faculty and student body, and the business affairs of the university.

School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

The university-level school is governed by a faculty council and carries a status that is similar to a college, with the head of the school having a status similar to a Dean. The head of the university-level school is responsible for the school's curriculum, financial affairs and human resource requirements and reports to the Provost and vice-president academic. Faculty associated with the school are assigned through a variety of appointments and are responsible for the general responsibilities assigned to colleges, which include outreach activity, service, research, and the delivery of programs. These programs are most often graduate programs that are interdisciplinary in nature. Examples include: the Johnson-Shoyama Graduate School of Public Policy, the School of Environment and Sustainability, and the School of Public Health.

The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Rehabilitation Science in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

University Council

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. In general, council is responsible for overseeing and directing the university's academic affairs. This includes establishment of departments, colleges and programs; affiliations; student discipline for academic offences; admission standards and quotas; scholarships and bursaries; examinations; library policies; and advising the board on physical and budgetary plans.

Section II: Admission Definitions

Admission Category

A way to differentiate and compare applicants with similar qualifications (i.e. regular admission, special admission).

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by the college.

Admission Requirements

These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Provisional Admission

Available to applicants who have attempted less than 18 credit units and are currently in grade 12 or wish to take a course for interest only.

Regular Admission

Applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions.

- **Early Admission** – applicants currently completing high school considered based on preliminary high school marks and are admitted with conditions that must be fulfilled by a specified date.
- **Conditional Admission** – applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions are considered for admission with partial or incomplete documentation. All conditions must be fulfilled by a specified date.

Residency Regulations for Admission

The required length of residency in Saskatchewan and/or Canada is program specific and is determined by each college, with final approval being conferred by University Senate.

Selection Criteria

These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

Special (Mature) Admission

Available to applicants who do not qualify for regular admission. Most direct-entry colleges consider applicants for special (mature) admission. Applicants must be 21 years of age or older.

Section III: Student Definitions

Audit Student

An individual who is admitted to the University of Saskatchewan in order to sit in a particular course but do not wish to take the course for credit. Audit students are not entitled to have assignments corrected or to write any examinations.

Continuing Student

An individual who is currently registered and not yet graduating in a college or program at the University of Saskatchewan.

Exchange Student

- **Inbound exchange student:** an individual who is admitted to the University of Saskatchewan on the basis of an exchange agreement which enables the student to pay tuition to their home institution, and to register and study at the University of Saskatchewan, with credit transferred back to their home institution.
- **Outbound exchange student:** an individual who is admitted to a host partner institution on the basis of an exchange agreement which enables the student to pay tuition to the University of Saskatchewan, and to register and study at the host institution, with credit transferred back to the University of Saskatchewan.

Full Time Student

A student is defined as being full time if:

- An undergraduate student who registers for 9 or more CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- A non-degree student who registers for 9 or more non-degree level CUs (Operations and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- A graduate student who registers for 6 or more CUs (Operational and/or Academic CUs) during a regular term or spring and summer term; or who is designated as having full time status by the College of Graduate Studies and Research.
- A student who does not meet the above requirements but is deemed to be full time by the university secretary or registrar. Examples include certain Access and Equity Services (AES) students, elected USSU representatives or the editor of the Sheaf.

Graduate Student

An individual who has been admitted to the College of Graduate Studies and Research.

Internal Transfer Student

An individual who is currently studying or who most recently attended the University of Saskatchewan and wants to apply to a different college or program within the University of Saskatchewan. An internal transfer student may apply part way through their studies or they may have already graduated. Applicants who have attended another post-secondary institution after the University of Saskatchewan would then be designated as transfer students.

New Student

An individual that has never attended any post-secondary institution prior to attending the University of Saskatchewan.

Non-Degree Certificate/Diploma Student

An individual who is enrolled in non-degree level courses, eg. courses that are not accepted for credit in a degree program. The topics covered by these students may be similar to topics covered by degree students but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion.

Part-Time Student

Any student who does not meet the criteria of full time student as defined above.

Postdoctoral Fellow (PDF)

An individual with a doctoral degree (PhD or equivalent) completing defined research mentored by a faculty member over a specified time period.

Probationary Student

An individual who has not met the required minimum admission average or has been required to discontinue multiple times. Admission is at the discretion of the college.

Student in Good Standing

The term "good standing" describes a student who has met the requirements of their program, as defined in the Course and Program Catalogue, and who may proceed in their course of study. A student is considered in good standing if they are not currently the subject of a suspension, an expulsion, or a faculty action, such as being required to discontinue (RTD).

Provisional Student

An individual who has attempted less than 18 credit units and is currently in grade 12 or wishes to take a course for interest only. Provisional admission is valid for one academic year and allows the completion of a maximum of 12 credit units.

Returning Student

An individual who has previously studied at the University of Saskatchewan and is applying to return to the same college they last attended, without having attending another recognized post-secondary institution during that time. Students may re-apply after an absence from their studies or they may have already graduated.

Special (Mature) Student

An individual who is 21 years of age or older, has attempted less than 18 credit units of post-secondary studies and does not meet the requirements for regular admission.

Transfer Student

An individual who has studied at another post-secondary institution prior to studying at the University of Saskatchewan. A transfer student may apply part way through studies at a post-secondary institution, or they may have already graduated.

Undergraduate Student

An individual who is registered in a degree level course(s) offered by a school or college other than the College of Graduate Studies and Research.

Visiting Student

An individual who is admitted to the University of Saskatchewan, with the purpose of receiving credit for course work or research at their home institute. Visiting students are normally assessed tuition and student fees, may be undergraduate or graduate, and they may be here through an established agreement or through a letter of permission.

Visiting Research Student

An individual who has been admitted to the University of Saskatchewan as an undergraduate or graduate student for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition,

will not be enrolled in any credit course work, and are registered at the university for a period not exceeding 12 months per 18 month period.

Year in Program

This designation is attached to a student record for individuals working toward a degree-level qualification. It signifies the progress a student has made towards the program requirements and has an effect on administrative process (e.g. assigned registration windows).

Section IV: Program Definitions

Academic Program Type

A prescribed set of requirements related to fields of study within a program.

Certificates and Diplomas

The terminology of "certificate" and "diploma" is used both for degree-level (undergraduate and graduate) programs and for non-degree-level programs.

- **Degree Level Certificate** Under the authority of council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. These programs are entirely comprised of degree-level courses, numbered from 100-999. See Appendix One below for details on course level numbering. Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates, and postgraduate specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

Undergraduate Programs

- Certificates
- Post-Degree Certificates
- Post-Degree Specialization Certificates

Graduate Programs

- Graduate Certificates
- Postgraduate Specialization Certificates

- **Degree Level Diploma** Under the authority of council and the Academic Programs Committee, these programs are entirely comprised of degree-level courses, and completion implies the attainment of a university-level standard of achievement

which is fully transferable into certain undergraduate degree-level programs. See Appendix One below for details on course level numbering.

- **Non-Degree Level Certificate** These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a program of courses appropriate for post-secondary training but not classified as degree-level courses. Generally, these programs are entirely comprised of non-degree level courses numbered from 010-999. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Non-degree level certificates not under the authority of a college shall fall under the authority of an identified administrative unit.
- **Community Level Certificate** These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

Combined Degree

The terms "combined degree" or "second degree" are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately. This can involve the awarding of more than one degree or the creation of a new degree entity.

Community Level Program

These programs lead to certificates of attendance which are available to the general public. They are comprised of a single course or program of courses, usually numbered 001 to 009, which are non-academic, not accepted for credit toward any certificate or degree, and not listed on transcripts.

Degree Level Program

Approved by council, these programs lead to a specific academic credential, such as a degree, diploma, or degree level certificate at this university.

- **Undergraduate Level Program** – a program of courses numbered 100 to 699 and other educational experiences intended for students at the university undergraduate level, for example, bachelor degree. Undergraduate level programs are also described in the following ways:

-Direct-Entry: undergraduate programs which admit students with high-school level preparation

-Non-Direct Entry: undergraduate programs which admit students only after one or more years of university-level preparation.

-Professional: programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected. The U of S offers the following professional doctorates at the undergraduate level: Doctor of Dental Medicine (D.M.D.); Doctor of Medicine (M.D.); Juris Doctor (J.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Veterinary Medicine (D.V.M.).

- **Graduate Level Program** – a program of courses numbered 700 to 999 and educational experiences intended for students at the graduate level (for example, a master's degree or a Ph.D. degree). Graduate level programs are also described in the following ways:

- **Direct-Entry Ph.D.:** direct-entry Ph.D. programs at the graduate level allow students to be admitted to a Ph.D. program without having been admitted to a master's program.
- **Non-Direct Entry Ph.D.:** non-direct entry Ph.D. programs require completion of a master's degree before admission.
- **Professional Doctorate:** a professionally-focused doctoral program at the graduate level designed for working professionals and oriented toward practice and leadership, for example, the Doctor of Education (Ed.D.) in Educational Leadership.

Depth of Study

In undergraduate programs, several depths of study in a field of study are recognized.

- **Minor** – (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the "Adoption and Oversight of Cross College Minors" document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:
 - **Adopting College** - the college responsible for the degree program to which the minor is attached.

- **Resource Unit** - may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
- **Resource College** - the resource unit, in the event that it is a department or interdisciplinary group, will reside within an identified resource college.
- **Major** (>24CUs) is a depth of study which prescribes a significant number of courses in one or more related fields of study and usually requires the student to maintain a specific scholastic standing in these courses. Colleges offering majors with less than 24 credit units must complete the Consultation with the Registrar Form and obtain Academic Programs Committee approval. Exceptions outside of the credit unit values can be approved only by the Academic Programs Committee.
- **Honours** (>42CUs) is a depth of study which prescribes a high number of courses in one or more related fields of study and which always requires the student to maintain a high scholastic standing in these courses (double honours is also permitted as a type of honours program.)
- **Concentration** is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major within a degree program. Concentrations may not be paired with certificates and diplomas. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will occur within the student's major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student's major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.

Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus*, etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

The first three depths of study within a field of study always appear on university transcripts. Concentrations may also appear on the transcript, provided that the proposed concentration is consistent with Canadian university general practices and/or acknowledged and desirable for professional organizations and accreditation and is feasible within the technical limitations of the transcript's reporting system. Consultation with the registrar and Academic Programs Committee must be performed for new concentrations to appear on transcripts.

Discipline

Academic areas of study, research and scholarly work are described at many

universities as "disciplines" and terms like "disciplinary", "interdisciplinary" and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the U of S, however, the term "field of study", as defined below, is a more inclusive term to describe student programs.

Dual Degree Program

A program where a student pursues a degree both at the University of Saskatchewan and another post-secondary institution with whom an agreement is established, with the student receiving two degrees at the end of the program, one from the U of S and one from the partner institution. The U of S transcript reflects the dual nature of the program. The degree can be at the undergraduate or graduate level.

- **Cotutelle Program:** A Cotutelle program is a type of dual degree program, where a doctoral student is jointly supervised by two supervisors, each from a different university, and, the student alternates time between the two universities. The student writes one thesis, under the supervision of an advisory committee comprised of members from both universities, and if successful, the student receives two degrees, each recognized by both universities. However, while the dual degree program is an agreement between two programs at two institutions, a Cotutelle program is an agreement tailored to an individual student studying at two institutions.

Field of Study

A field of study requires completion of a number of prescribed courses in a specific subject or discipline. Programs may permit several fields of study. The number of fields of study identified for a student may be limited by policy or practical considerations. In colleges with many fields of study, it is often convenient to group them by program type. For example, the College of Arts and Science defines three program types within the Bachelor of Arts programs and one program type within the Bachelor of Science program; the College of Education types its programs as secondary, and elementary/middle years. Within a program or program type, the student usually is required to complete a particular field of study. See also "Teaching Areas".

Interdisciplinary Program

An interdisciplinary program is a field of study which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme. It may be cross-departmental or cross-college in nature.

Joint Degree Program

A student pursues a degree-level program at both the University of Saskatchewan and another post-secondary institution with whom an agreement is established. The student will receive only one degree at the end of the program jointly awarded by both institutions, with the parchment issued either from the University of Saskatchewan or from the partner institution. The parchment and transcript reflect the joint nature of the program. The program can be at the undergraduate or graduate level.

Non-Degree Programs

These programs lead to non-degree level certificates. These programs consist of courses which are generally numbered between 010 and 099. In some degree-level programs, these courses are treated as cognate courses or can be used towards the completion of a degree-level program.

Program

A generally defined set of courses and other requirements described in the catalogue, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification. Programs are offered at four educational levels: community, non-degree level, undergraduate, and graduate levels. See also Appendix: Course level numbering.

Program Options

Within the general requirements of a particular program, many colleges provide one or more program options, which identify a specific set of courses and other requirements. Program options may be identified by program type, field of study, depth of study, thesis/non-thesis, and work experience. In graduate programs, a program may have a research option (thesis or project) or a non-research option (course based). Work experience is a program option used to identify a prescribed course or group of courses and associated requirements that provide university-recognized work experience (e.g. Business Co-operative Education Program, internship) in a program.

Residency Regulations for Degree Completion

Residency regulations for degree completion are determined by each college. In some cases, residency refers to a certain number of University of Saskatchewan credit units to be completed toward a program of study. These credit units may be completed online, by distance, or in-person, but must be awarded by the University of Saskatchewan. In other cases, residency refers specifically to the length of time a student must be physically present at the University of Saskatchewan while completing their program of study.

Teaching Areas

Similar to fields of study, teaching areas require the completion of a number of prescribed courses in a specific subject or discipline. Teaching areas, however, are specific to the Bachelor of Education (B.Ed.) and the Bachelor of Music (B.Mus.(Mus.Ed.)) degree programs. As defined by University Course Challenge (September 2011), teaching areas represent disciplinary fields developed by the Saskatchewan Ministry of Education in order to align with the Saskatchewan pre-kindergarten to grade twelve curriculum areas.

Work Experience Program Options

- **Professional Internship Program** is a supervised, paid practical training period for a student, usually endorsed by a professional association or accreditation body.

- **Cooperative Education Program** is a program which allows a student to combine academic study with work experience by combining terms on campus with terms working full-time in a job related to the field of study. Students in co-operative programs are generally paid.
- **Practicum Programs** are designed to give students supervised practical application of previously studied theory. These are generally extensions of a particular course and are generally not paid.

Section V: Course Definitions

Course

A unit of study in a subject area defined by a course description, title, and number in the Course and Program Catalogue. This unit of subject material is normally presented over a term to students in one or more registered classes. The smallest formally recognized academic unit of the curriculum is the course – a unit of study in a subject area identified by a description of activities.

Course Authority

Each course label is normally under the administrative authority of one academic unit. Control and management of course labels are delegated to the registrar, but authority for label association with specific courses remains with APC/council. Three types of authority can be defined for each course:

- **Resource authority:** provision of teaching resources for the course
- **Content authority:** determining what should be taught in the course. This is the authority that will be listed in the student information system. It is often referred to as academic authority. This authority includes such areas as grade approval.
- **Administrative authority:** administration of the course when it is taught, including such areas as times and location of classes, class maintenance and dealing with student complaints.

For most courses, all three types of authority are held within a single department or college (in the case of non-departmentalized colleges). For interdisciplinary courses the three types of authority can be spread over several departments, colleges, or other units.

A course label is a subject area identifier (four alphabetic characters) and the course number (numeric). An academic department or college or interdisciplinary program may offer courses titled with several course labels. Each course label should be under the administrative authority of one academic unit or an identified administrative unit for courses in non-degree level certificates not under the authority of a college.

Cognate Courses

The practice of allowing students credit for a course from another department. For example, biology allows students to take several agriculture courses for credit towards a major in biology.

Corequisite Courses

A course or other requirement that must be taken at the same time as the course being described.

Course and Class Titles

Effective communication should be the primary consideration when determining appropriate titles. Course titles appear in the Course and Program Catalogue and class titles are listed on transcripts. As such, titles should reflect educational content and should not include administrative details like credit units, etc. Short titles must be limited to 30 characters in length so they can reasonably appear on transcripts and in the student information system and long titles should be no longer than 100 characters.

Course Numbers

Course numbers are used according to the conventional practices established by the university for course numbering, as adapted by each college within the academic structure of its programs.

Consistent with the usual university practice, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available the level of study required, and on the order in which they want to have their courses appear in the catalogue. Frequent renumbering should be avoided if possible, as it causes administrative complexity and results in confusion for students. Please see Appendix: Course Level Numbering.

Course numbering will usually follow the conventional practice as described below and shown in the course levels chart.

- **Community level courses:** The numbers 01-09 are used for tracking membership in community-level classes and are not used for university credit towards a degree, diploma, or certificate.
- **Undergraduate courses:** The numbers 100-109 are used for general introductory courses which are not usually acceptable as a preparation for more advanced work in the subject area. In some specialized cases, 200-level courses may be considered introductory courses.
- **Non-Degree courses:** The numbers 010-099 are used for courses developed for non-degree level programs.

The numbers 110-199 are used for courses that introduce a subject area and which could serve as prerequisite to senior-level courses in that subject. These are often referred to as junior undergraduate courses. Usually these are taught in direct-entry programs.

Courses numbered 200-699 are also referred to as senior undergraduate courses, including courses in the first year of a non-direct-entry program. These numbers are used for courses that offer advanced study in a subject area. Some post-baccalaureate certificates requirements are comprised of 500 level courses (e.g. Special Education Certificate). 200-level courses usually have 100-level prerequisites, while 300-level and 400-level courses often have 200-level prerequisites. While 300- and 400-level courses are usually taken in the third and fourth years of a program, they need not be numbered according to the year-in-program in which the student completes them.

- **Graduate courses:** The numbers from 700 to 999 are used for graduate-level courses. The 800 series is usually for senior graduate courses which require undergraduate degree completion. The 900 series has been reserved for graduate research and seminar courses.

The numbers x98 and x99 are reserved by the university for special topics courses, 990 for graduate level seminar requirements, 992 for masters level project-based program requirements, 994 for masters level thesis-based program requirements, and 996 for PhD level thesis requirements. After a course is deleted, that course number cannot be reused for a different course for a minimum of ten years. This avoids confusion for students in registration and transcripts.

Double-Counting or Multiple-Counting of Courses

Applying credit from one course toward more than one degree requirement.

Double-Listing or Cross-Listing of Courses in the Catalogue

The terms "double-listing" and "cross-listing" have been used to describe a variety of academic course delivery methods, but in this document, they are defined as following:

- **Academic Cross-Listing**
Components of two different courses of different levels (often 400 and 800) which are taught by the same instructor in the same location at the same time. For example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.
- **Administrative Cross-Listing**
Refers to the practice of creating multiple sections for one class in order to facilitate reserved seating for two or more groups of students or other administrative purposes. For example, a class may require a certain number of seats to be allocated to students in several different colleges. This can be accomplished by

creating several different sections and administratively cross-listing the sections back into a single class.

- **Double-Listing**

The practice of offering a single course under two different course labels with the course requirements for successful completion being the same for all enrolled students. This involves the two course labels using the same grading mode. Typically, double listing is reserved for circumstances involving professional accreditation. The practice relies upon the coordination of multiple offices and is therefore more complex and time-consuming to administer. Historically, double-listing has hindered registration and it should continue to be used as a last resort. Please refer to the policy section for guidelines in the use of double-listing of courses. Proposed double-listings should be circulated through the Course Challenge Process and submitted to Academic Programs Committee for approval.

The following guidelines apply to double listings:

- Once a student has completed the course then that course label is the one for which they receive credit. However, equivalencies for double listed courses would apply in the event of program changes.
- The course must be delivered with the same credit units and level for both course labels. Double-listing of an undergraduate-level course with a graduate-level course is not allowed.
- It must be explicitly stated in the Course and Program Catalogue and on the syllabus that it is a double listed course.
- Content resource and administrative authority for the double listed course should be clearly explained and each authority must track back to a single unit. By default these authorities would reside with the unit of the faculty member who is delivering that section of the course.

Elective Courses

An elective course is one chosen by a student from a number of courses in a curriculum, as opposed to a required course which the student must take.

Equivalent Courses

Courses that are deemed to possess equivalent content such that they are considered to be interchangeable across all programs, and students may receive credit for only one of the courses. Equivalent status must be honoured by both or all colleges involved.

Moribund Courses

A moribund course is one that has not been taught in the previous 48 months. Moribund courses will be retained in the course archive for an additional 48 months and then will be deleted. A moribund course does not appear in the catalogue but can still be activated for registration.

Mutually-Exclusive Course

Courses that are not entirely equivalent to each other, but possess similar or overlapping content. Students may receive credit for only one of the courses deemed to be mutually-exclusive. However, in contrast to the status of equivalent courses, the mutually-exclusive status is program-dependent and therefore does not automatically apply across all programs. Mutually-exclusive status must be honoured by both or all colleges involved.

Placeholder Course

Placeholder courses are normally created for administrative purposes, often to allow students access to university services such as the library and the Physical Activity Complex. These courses may be listed on transcripts, but they do not signify the attainment of academic credit. Placeholder subject codes normally begin with the letter "X." Final authority for the technical setup or adjustment of placeholder courses rests with the Registrar.

Practicum Courses

At the University of Saskatchewan, a practicum is usually a course in which a student works part-time in a workplace for a specified number of hours per week. However, the term is used widely in undergraduate and graduate education to describe all kinds of work-based learning experiences from single courses to lengthy clinical practice experience. Practicum courses are generally unpaid.

Prerequisite Courses

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

Required Courses

A course that all students following a particular program of studies are required to take.

Selected Topics Courses

Regular course offerings approved by University Course Challenge that allow for the subject of offering to change at the discretion of the Instructor. Typically, these courses are approved with a general topic area, for example, "Topics in Literary and Cultural Theory".

Special Topics Courses

These courses are offered on a special case basis, to allow colleges and schools some latitude in course offerings in special circumstances. These courses must be approved by the faculty of the college responsible for the course, forwarded to APC and the Registrar's Office for information, and should be numbered 298, 398, 498, 598, 898 or 299, 399, 499, 599, or 899. Special Topics courses are not normally used to substitute for required courses in a program. Please see the Special Topics Policy for further information.

Subject Codes

A code that most accurately and comprehensively represents the subject matter being taught in the course(s). Most subject codes consist of 4 characters. Courses are identified on transcripts and the Course and Program Catalogue by subject codes, so effective communication should be the primary consideration when determining subject codes. After a subject code has been expired, it cannot be repurposed for different subject matter. This ensures the integrity of academic history records.

Interdisciplinary use of Subject Codes

New subject codes are initiated by colleges and approved by the registrar. Approval involves assigning authority for each subject code to a specific department or academic unit within the college of ownership. After approval by the registrar, the college and academic unit/departmental ownership is recorded in the student information system. A college may permit the use of a subject code under its authority by another academic unit for a specific course or courses, with the secondary unit then having administrative, content and/or resource authority for this specific course. This arrangement requires the agreement of the college authority and is contingent upon consultation with the registrar and the approval of APC via the course challenge process. This arrangement would allow for specific classes to be delivered and administered by faculty from another academic unit (a different resource authority), which is important and desirable for both inter- and multi-disciplinary programs. This would mirror the cross-college minor system where both colleges must agree to the minor for it to be delivered.

Section VI: Class Definitions

Class

While "course" is used to identify subject matter, "class" is used to refer to the offering of a course to one or more students for a specific period of time.

Class Scheduling for Common Components

Components of two different courses can be taught in common – for example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

Registered Class

When a group of one or more students register in a course under the general direction of a particular instructor(s) at a given time. Each class requires an assigned academic instructor. A registered class may consist of one or more instructional units. Registered classes are defined by the label of the course under study and a registered class section number and by the term and course reference number attached to the class.

Off-Campus Class

Classes are defined as on-campus or off-campus for various reasons, including for the

assessment of fees. Off-campus classes are those offered completely, or almost completely, outside of Saskatoon city limits; those not held at the University of Saskatchewan Prince Albert campus; those designated as web-based; those offered through another institution that assesses its own student fees (eg. Saskatchewan Polytechnic or a regional or affiliated college), or those as designated by the Registrar. See also "off-campus" under organizational definitions.

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Section Numbers

Classes are identified by section numbers which may contain a prefix indicating the delivery mode or other information. Prefix codes are as follows:

A	Taught as a mixture of delivery modes (blended)
C	Taught in person at off-campus sites
E	Taught through or for a contracting agency
G	Sponsored by a government agency
L	Laboratory
N	College of Nursing class
P	Practicum
R	Taught in Regina
S	Seminar
T	Tutorial
U	University sponsored classes not taught through U of S
V	Television deliver mode at off-campus sites
W	Online or web-based deliver mode

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Section number without delivery mode codes are 2 characters in length (eg: Section 21 or Section 03). Section number with embedded delivery mode codes are 3 characters in length (eg: Section L01 or Section W21). Certain number ranges also are reserved to help identify various administrative functions of the class:

01-29	General Use - On Campus
30-49	General Use - Off Campus
50-59	*Reserved
60-67	STM Classes
68-69	*Reserved
70-75	Outbound Exchange
76-79	USLC Classes
80-83	SUNTEP (Saskatoon)
84-85	SUNTEP (Prince Albert)
86-87	ITEP (Elementary)
88-89	ITEP (Secondary)
90	*Reserved
91-95	Aboriginal Student Achievement Program
96-99	St. Peter's College

Section VII: Modes of Instruction

Schedule Types

The following ~~schedule~~ types of instruction are offered in various classes (all schedule types are gradable and appear on transcripts unless otherwise noted).

- **Clinical Service (CL) and Teacher Supervision (SUP)** an instructional unit in which the students are required to meet with instructors for scheduled instructional periods ~~to perform a professional service while receiving instruction. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.~~ with instruction focused on student performance of a professional service. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.
- **Co-op Work Experience (COO)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported. See Work Experience Program options.
- **Internship (IN1, IN2, IN3)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported. See Work Experience Program options.
- **Field Study (FST)** Field study/fieldwork refers to activities conducted for the purpose of research, teaching, or study, and are undertaken by students of the university at any "off-campus" workplace where the standard operating procedures of the university would not apply.
- **Independent Studies (IND)** A class offered by a department utilizing non-face to face and non-web based methods of instruction.
- **Individual Research/Reading (RES or RDG)** included in this category are individual research, reading and other studies or projects in which each student works independently under the direction and supervision of an assigned instructor(s). The student and instructor usually meet on an "as required" basis. Since the number of hours spent by the student and the number of hours of instruction given by the instructor cannot be determined, only the number of students enrolled in the activity are recorded.
- **Laboratory (LAB)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising ~~students actively investigating, experimenting, etc., student investigations, experiments, practicum experiences, etc.,~~ usually requiring the use of special equipment or facilities ~~(non-gradable).~~ Laboratory examinations are not centrally scheduled, nor are these classes gradable or listed on transcripts.
- **Lecture (LEC)** an instructional unit in which the instructor is responsible for preparing and presenting the course material, facilitating student learning activities and undertaking assessment, and where the entire or significant majority of the class occurs in-person (i.e., students and instructors interact physically, together in one location).

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- **Multimode Blended (MM)** an instructional unit in which the instructor uses a combination of instruction types in a way which makes a breakdown by specific instruction type difficult, teaches between 1/3 and 1/2 of the instructional hours face to face and the remaining instructional hours online asynchronous.
- **Practicum (PRA)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student practicum experiences, usually requiring the use of special equipment or facilities. Practicums are generally unpaid. See Work Experience Program options. investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities. Practicums are generally unpaid. See Work Experience Program options.
- **Seminar (SEM)** an instructional unit in which the students and instructors usually share some of the responsibility for instructional activities (e.g., preparing and presenting course topics, facilitating learning activities). The focus is often on discussion types of interaction between instructor and students. preparing and presenting course topics. It may include more discussion types of interaction between instructor and students.
- **Supervised Self-Instruction (SSI)** an instructional unit in which instructors are scheduled to be available for instruction and supervision of a group of students engaged in solving problem assignments; in using programmed or automated instructional materials; or in other supervised activities. A room or facility may be scheduled for this activity. However, the extent to which the individual student takes advantage of the facility or opportunity to meet with the instructor is not known.
- **Tutorial (TUT)** a mechanism to review in class learning materials and experiences and have students practice and receive feedback in addition to the primary face to face learning experience. Tutorial examinations are not centrally scheduled, nor are these classes gradable or listed on transcripts.
- **Fully online (WEB)** an instructional unit in which the instructor is responsible for preparing and presenting course material, facilitating student learning activities and undertaking assessment, and where the entire or significant majority of the class occurs via a web tool (i.e., student and instructor interact virtually). The class will have an attribute of either synchronous (students and instructor are together at a set time during learning activities) or asynchronous (students engage with learning materials and in learning activities on their schedule. There are no set times for the cohort to meet.) and may have an attribute of hybrid where a face-to-face cohort will be taught jointly).

Class Attributes (new):

- **Hybrid (HYBD)** in a fully online (WEB) or lecture (LEC) class, this attribute indicates that the class will be taught concurrently with another section. As such, this attribute identifies two classes in which the instructor teaches an in-person cohort of students and a synchronous online cohort of students jointly.
- **Synchronous (SYNC)** in a fully online (WEB) class, this attribute indicates the instructional hours occur 'live', with the cohort together at the same time in a virtual space.

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Deleted: content with greater student interaction between instructor and students outside of the central lecture. Tutorial examinations are not centrally scheduled, nor are they gradable or listed on transcripts.

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Commented [TN2]: I have put this in here but I could also add the note re: HYB to all other schedule types. Is it useful to leave the reference to HYB here or is it confusing to refer to it only here?

Commented [DJ3R2]: Nancy, can you expand on 'attribute of hybrid where a face-to-face cohort will be taught jointly'? Is this a class that has both an asynchronous and a synchronous component? Or that a class is taught jointly between 2 depts?

Commented [TN4R2]: A hybrid class is one where a face to face class (could be a LEC, SEM, TUT) and a fully online (WEB) synchronous (SYN) class are taught jointly, meaning students are in a room being taught and students are also online and being taught in the same session. We agreed in our earlier discussions that it was easiest to make this an attribute of a course to indicate to those registering that they would have a second cohort of students being taught...

Commented [DJ5R2]: I left this in as if we are going to go through a wholesale change in both Schedule Types and ...

Deleted: A class where either the entire class or a significant majority of the class is presented to ...

Commented [DJ6]: There were a bevy of A&S specific attributes that are more administrative in nature that I ha ...

- **Asynchronous (ASYN)**- in a fully online (WEB) class, this attribute indicates the instructional hours are undertaken by the student on their own schedule (the cohort learns on their own time in the same virtual space).
- **Community engaged Learning (EXL1)** – a class in which students are engaged with community partners in a mutually beneficial and negotiated curricular experience.
- **Clinical placement/practicum (EXL2)** - a structured educational strategy that provides for the integration of theory and practice.
- **Field-based instruction (EXL3)** - learning takes place outside of the classroom or laboratory and is an opportunity to apply and develop practical skill or conduct discipline related research.
- **Study Abroad (EXL4)** - inclusive of student exchange programming or for credit instructional activity delivered in an international environment.
- **Undergraduate research (EXL5)** - undergraduate students have the opportunity to conduct authentic research within a credit course.
- **Experiential Learning (EXPL)** – a class intentionally designed to engage students purposefully in direct experience, focused reflection, and authentic assessment in order to increase knowledge, develop skills and strategies, clarify values, and apply prior learning
- **Independent Studies Class (INDS)** – To assist students when searching for independent studies classes in the student information system.
- **No Academic Credit (NOAC)** – Administrative attribute signifying a class which requires an initial operational CU value for administrative purposes but which will confer 0 credit units onto the academic history record once successfully completed
- **Post-Grad Clinical (PGCL)** – To assist students when searching for medical post-graduate clinical program classes in the student information system
- **Class Taught Remotely (REMO)** – a class that was intended to be in person that has transitioned to fully online delivery in response to an urgent and unforeseen circumstance.
- **TABBS Instructor Dept Override (TBS1)** – Administrative attribute used to override the standard TABBS distribution for teaching resources allocated out of tuition revenue
- **Class is offered on-line only (WEB)** - – To assist students when searching to identify asynchronous or asynchronously web delivered classes in the student information system. Web classes do not require a student to be at a UofS campus to complete.
- **College Scheduled Exam (XCS1)** – Administrative attribute added to the class so the registrar will not schedule a final examination as the examination will be scheduled by the college and communicated to students by the college
- **No Exam – exemption authorized (XMEX)** – Administrative attribute added to the class so the registrar will not schedule a final examination
- **Exam date TBA by Instructor (XMSP)** – Administrative attribute added to the class so the registrar will not schedule a final examination as the examination will be scheduled by the instructor and communicated to students by the instructor
- **Zero Textbook Cost (ZTC)** – a class in which overall non-tuition costs are \$35 or less

Instructional Activity Codes

Abbreviations are used to describe instruction type and modes of delivery.

IND

Independent Studies

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LIVE	Face to Face	Deleted: Live
MULTI	Blended	Deleted: Multimode
PRINT	Print Based	
		Deleted: TELE
		Deleted: Televised
WEB	Fully online	Deleted: Web Based
XHIGH	High School (Admin Only)	
XINA	Instructional Mode Not Applicable	

Section VIII: Credit Units and Billing Hours

Academic Credit Units

Academic credit units (CU) define the amount of credit awarded for successful completion of a course and are displayed on the transcript or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units would be the expected student effort in the course. Hours of instruction are also a component of this value with a course requiring approximately 30-39 instructional course hours of lecture per 3 credit units. Courses may be offered with any whole number of credit units. The use of fractional credit units is discouraged, due to administrative complexity.

Courses offered to meet requirements for a non-degree level diploma or certificate will have courses with non-degree level credit units at the non-degree level, in contrast to degree-level classes with degree-level credit units, attached to them. Non-degree level credit units are attached to courses appropriate for post-secondary training but not classified as degree-level courses. Non-degree level courses are numbered 010 – 099. The value of these non-degree level credit units compared to degree-level credit units is established by the college concerned.

Operational Credit Units

For administrative purposes, courses often carry “operational” credit units, rather than academic credit units. While the course will be listed on transcripts with 0 credit units,

the operational credit unit weight of the class are used to determine a student's full or part time status; control the number of classes a student may register in for a term (maximum credit units); determine a student's loan eligibility; determine eligibility for full or part time months for T2202 processing.

Billing Hour Units

The billing hour (BH) unit applied to a class is used in the calculation of tuition and student fees.

Section IX: Transfer Credit Definitions

Articulation

A process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessment. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that certificate, diploma, and other program graduates possess the knowledge, skills and abilities necessary to succeed in upper-year courses at the receiving institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes

The knowledge, skills, competencies, and abilities that a student has attained and is

able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility

The ability to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession or to participate in a learning experience without undue obstacles or hindrances.

Recognized Post-Secondary Institution

A public or private institution that has been given authority to grant degrees, diplomas, certificates, and other formal credentials by competent authorities within the country or that is widely accepted by other institutions and organizations inside and/or outside the country. Examples that designate an institution as such include a public or private act of the provincial/territorial legislature, a government-mandated quality assurance mechanism, or a national accrediting body.

Transfer Credit (Credit Transfer)

Transfer credit refers to a course or courses taken at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution for credit (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been completed at another institution and to reduce the likelihood of a student repeating academic work for which there has already been a demonstrated competence.

Section X: Study Abroad Definitions

Cotutelle Agreement

The agreement required to establish a Cotutelle program. Please see "Cotutelle program" under program definitions.

Dual Degree Program

Please see "dual degree program" under program definitions.

Independent Study Abroad

A credit-based education abroad activity initiated and arranged by the student with the

home institution, and recognized by establishing an independent learning course or the granting of transfer credit.

Internship Abroad Program

A supervised work-placement abroad where the primary motivation is educational. Internships may be credit or non-credit, and are usually paid.

Joint Degree Program

The agreement required to establish a joint degree program. Please see "joint degree program" under program definitions.

Student Exchange Program

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. Student fees are collected by the host institution. The typical duration of an exchange is one or two terms.

Taught Abroad Course/Program

A short-term credit-based activity, involving a group of students taking one or two University of Saskatchewan courses abroad, under the supervision of a University of Saskatchewan faculty member.

Term Abroad Program

A one term group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit.

Visiting Student Program

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition and student fees are paid to the University of Saskatchewan.

Visiting Research Student Program

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding twelve months.

Section XI: Mobility Agreement Definitions

Block Transfer Agreements

A type of block transfer credit agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S. Some examples of these agreements include, but are not limited to: 2+2, 1+3 and 3+1.

Consortium

A network to which the university is a member, along with other universities or institutions with the objective of facilitating student mobility (eg. TASSEP, CALDO, MICEFA).

Dual Degree Agreement

The agreement required to establish a dual degree program. The agreement required to establish a Dual Degree Program.

Home Institution

The institution in which a student is formally enrolled and is expected to graduate from.

Host Institution

The institution which has agreed to accept a student from the home institution for a limited period of study.

Joint Degree Agreement

The agreement required to establish a Joint Degree Program.

MOU (Memorandum of Understanding)

A non-legally binding umbrella agreement that provides a framework for collaborative activities between international partners. This agreement has also commonly been referred to as a "handshake agreement" or "parent agreement." This agreement is often the beginning of a formal relationship between two institutions.

Student Exchange Agreement

A reciprocal agreement which allows for the exchange of students where students pay tuition at their home institution and study at the host partner institution, with credit transferred back to the home institution. These agreements can be university wide or restricted to specific colleges, departments or levels of study.

Transfer Credit Agreement (Articulation Agreement)

An agreement between two institutions that authorizes studies completed at one institution to be credited toward studies taken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other's

courses) or unilateral. Transfer credit can be recognized course-by-course or as a block transfer credit.

Visiting Student Agreement

An agreement established between two universities that allows students from the home institution to attend the host institution as a visiting student.

Section XII: Student Record Definitions

Student Record

The student record holds the program and course information related to a specific student. It will typically contain information related to the specific classes, sections, and terms.

Qualification

The qualification is the degree, diploma, or certificate awarded to the student, which may be accompanied by an indication of distinction (Distinction, Great Distinction, Honors, or High Honours).

Transcript

The transcript is the official and unabridged version of a student's educational record at the University of Saskatchewan provided to the student and at the student's request to third parties. Transcripts are a complete listing of a student's educational record up until the day the transcript is produced. The transcript shows the label, title, class, term and result for each course in which a student was registered past the add/drop deadline. It also records such information as faculty actions, suspensions, expulsions, transfer credits, and qualifications and distinctions. An official transcript is one issued directly to another agency or institution and bearing the seal of the University of Saskatchewan and the signature of the registrar. The seal and the signature may be in electronic form in accordance with the university's signing policy.

The nature, extent and format of information that appears on the transcript are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Co-Curricular Record

The Co-Curricular Record (CCR) is a personalized and official record of university-approved and facilitated activities in which students have been involved outside of

regular academic course work. This document can be used to further employment and educational goals.

Parchment

The parchment is a legal document issued by the University of Saskatchewan, that confirms the recipient has successfully completed a specific program and confers an academic qualification. The parchment displays the University of Saskatchewan seal, at minimum the signatures of the university president, university chancellor, university secretary, dean of the college with academic authority for the program, and the date, degree, and major (or program in the case of the College of Graduate Studies and Research) where appropriate.

The nature, extent and format of information that appears on the parchment are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Section XIII: Time-Period Definitions

Academic Calendar

A listing of the dates of major academic events or deadlines for the academic calendar year.

Academic Catalogue Year

A twelve month time period beginning May 1st of each year around which admission procedures and curricular changes are organized. Students are generally expected to complete the program requirements approved for the academic calendar year in which they were admitted. As such, program changes and new programs are typically implemented with an effective date of May 1st. The degree audit system evaluates each student's progress toward program completion based upon their designated academic calendar year.

Academic Year

A twelve-month period beginning on July 1st of each year. This is the usual time period used for academic appointments in the hiring and promotion of faculty.

Final Exam Period Definitions

Fall term: The examination period begins on the first day following the last day of instruction and goes no later than December 23rd.

Winter term: The examination period begins the first day following the last day of instruction and goes no later than April 30th.

Spring & summer: The examination periods for spring and summer include the two days following the last day of instruction after each quarter and the 3 days following the last day of instruction after each term.

- **Deferred examinations:** A deferred examination is the sitting of a final examination at a time other than the scheduled time and date of the final examination. A deferred examination may be granted to a student who is not able to complete a final examination through no fault of their own, for serious personal circumstances. These examinations are approved and granted under regulations established by the college and subject to the Academic Courses Policy.
- **Supplemental examinations:** A supplemental examination is the re-writing of a final examination. These examinations are approved and granted under regulations established by the college and subject to the Academic Courses Policy.
- **Special deferred and special supplemental examinations:** the college may, under extenuating circumstances, approve and grant a special deferred or supplemental examination to a student who submits satisfactory evidence of inability to be present at the scheduled deferred or supplemental examination under regulations established by the college and the Academic Courses Policy.

Fiscal Year

The fiscal year for the university runs from May 1 to April 30 as defined in [The University Act \(1995\)](#).

Instructional cycle and instructional periods

For fall and winter term standard day period lecture classes:

- 50 minute instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or 75 minute instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday;
- Edwards School of Business (ESB) offers Monday/Wednesday classes on a 75 minute instructional period.

For fall and winter term standard evening period lecture classes:

- 150 minute instructional periods, on the instructional cycle of one evening per week;

For fall and winter term standard Saturday lecture classes:

- 150 minute instructional period starting at 0900 or 1300

For spring and summer terms lecture classes:

- Presently these are usually taught for about two instructional hours per day (110 minutes), five days per week, but this can vary depending on the course requirements.

Classes can be offered in any day or night standard instructional period except Sundays.

Instructional period

A scheduled period of time in which a group of students participate in a particular type of instructional activity (laboratory, lecture, discussion, etc.) related to a specific subject.

- **Day period** – an instructional period currently between 0730 and 1730 hours.
- **Evening period** – an instructional period currently between 1730 and 2200 hours.

Classes on campus can be held from 0730 – 2230 using standard time blocks as defined by the registrar. Colleges using non-standard time blocks need the approval of the registrar.

Term

A period of time defined in the Academic Calendar, for which a course for credit may be offered. Terms are identified by the year and the month of when they occur (e.g. 201609 is September of 2016). Each term usually allows for a minimum of 33 instructional period hours of instruction per term. For graduate students, the year is divided into graduate term one, graduate term two and graduate term three.

- **Fall and winter (fall term 1 and winter term 2)** - each term usually allows for 13 weeks of instruction followed by the examination period. Fall term 1 runs from September to December and term 2 runs January to April. Some professional colleges have longer fall and/or winter terms, and different start and end times.
- **Spring and summer (spring term 1 and summer term 2)** – these two terms begin in mid-May and end in mid-August. Instructional periods and times differ from those in the fall and winter. Spring term 1 runs through May and June and is split into quarter 1 and quarter 2. Summer term 2 runs through July and August and is split into quarter 3 and quarter 4.
- **Irregular terms** – some programs have longer terms, and different start and end times. Several colleges deviate from this terminology – for example, for graduate students, the year is divided into graduate term 1, graduate term 2, and graduate term 3, while Veterinary Medicine divides its instructional sessions into "Quarters".

Graduation Term

The term in which a student has completed all necessary program requirements in order to be eligible for convocation. Please note the following:

- Completion of all program requirements in the Summer Term (07) determines a student's eligibility for convocation at the Fall Convocation Ceremony.
- Completion of all program requirements in the Winter Term (01) determines a student's eligibility for convocation at the Spring Convocation Ceremony.

Quarter

A division of the university academic year composed of half a term.

Section XIV: University Catalogue Definitions and Standards

University Catalogue

The University Catalogue is the University of Saskatchewan's official source of course and program information, academic calendar dates, tuition and fee information; registration and admissions policies; promotion, graduation and grading standards; and other information and services. The University Catalogue includes the Course and Program Catalogue; Academic Calendar; tuition and fee information; registration and admissions policies. Not all University of Saskatchewan policies and regulations are contained within this University Catalogue. For the most current and complete information about matters outlined in the University Catalogue, contact the relevant academic or administrative unit.

The contents of the University Catalogue are subject to continuing review and revision. The courses listed in the Course and Program Catalogue are not necessarily offered each year. The University of Saskatchewan reserves the right to remove, change or amend, at any time and without notice, the information contained in the University Catalogue, including its programs, course offerings, fee structure, policies and regulations.

The University of Saskatchewan is not liable to any person who may suffer any loss or damage of any type arising from the use of or reliance upon any information contained in the University Catalogue, any action of the University of Saskatchewan in regard to the University Catalogue, including but not limited to any amendment, addition or withdrawal to or from the information provided, or any inability to access any information contained in the University Catalogue for any reason whatsoever including technical or administrative difficulties.

Catalogue Format for Programs

All programs shown in the catalogue should list all degree requirements, including specified and elective courses, required averages for graduation, and any other requirements.

Catalogue Format for Courses

The format for presenting consistent course information in all formats includes:

1. the course label (consisting of a subject code of 4 characters and a 3 digit numeric code)
2. the full title of the course (in English)
3. the course academic credit unit value
4. prerequisites (course(s) that must be completed prior to the start of the course for which registration is occurring), corequisites (course(s) that must be taken at the same time as the course for which registration is occurring), permissions and restrictions if any
5. course description of 150 words or less
6. additional information about transferability, duplication, or loss of credit

Title, label, and credit unit value identify the courses used to meet requirements for graduate and undergraduate degrees. Typically credit units are attached to these courses. Courses offered to meet either degree or certificate requirements follow the same identification system as degree-level courses.

Supplementary Material: [Academic Programs](#) at the University of Saskatchewan

Appendix: Course Level Numbering

Education Level	Course Level	Course Numbers	General Description of Courses Numbered in this Range
Community		001-009	Courses or groups of courses intended for the general public
Non-Degree		010-089	Courses intended primarily for Non-university level programs. These are appropriate for post-secondary training and may have content similar to degree-level courses, but do not have the breadth or depth of understanding.
Non-University			
Upper Level		090-099	Courses which do not require the matriculation level preparation generally required by most Universities as a necessary prerequisite for a first year undergraduate level course in the subject. In particular, this series of course numbers are used when a department also offers a junior level course in a subject for students with matriculation level 30 preparation (identified by a 100 series number). Students should be advised that courses numbered in the 90 series may not be accepted for credit toward a degree in some programs at this or another University and therefore should check course descriptions and program requirements carefully.
Non-Degree			
University Degree-level	Undergraduate Junior Level	100-109	General introductory courses usually not intended as preparation for more advanced study in the subject but are designed to acquaint the student with a field of knowledge in which they do not propose to concentrate. Students should be advised that these courses may not be accepted as prerequisites for advanced

			undergraduate study in the subject or as adequate preparation for entry into some programs and should therefore check course descriptions and program requirements carefully.
University Degree-Level	Undergraduate Junior Level	110-199	All other courses offered for junior undergraduate level credit. These courses are usually accepted toward meeting introductory-level program requirements and are usually used as prerequisites to senior-level courses.
University Degree-Level	Undergraduate Senior Level	200-699	Courses intended for an advanced level of study. In some non-direct entry programs, the first digit will indicate the year of the program for which the course has been designed. For example, first year program courses will usually be numbered 200-299, second year program courses 300-399, etc. Post-Baccalaureate Certificate programs would typically use 500-699 course numbers.
University Degree-Level	Graduate Junior Level	700-799	A graduate course which has a significant amount of content on the undergraduate level should be numbered on the 700 level. A 700-level designation does not suggest that students taking the course are unprepared for the program in which they are registered; it only indicates that they lack the normally expected undergraduate preparation in the subject area of the course itself.
University Degree-Level	Graduate Senior Level	800-899	A course which may be taken only by students who have completed the undergraduate level preparation generally expected for a graduate level course in the subject.
		990-999	Graduate Seminars, Projects, Theses, Exhibitions

- [Contacts](#)



[University of Saskatchewan](#)

The University of Saskatchewan's main campus is situated on [Treaty 6 Territory and the Homeland of the Métis](#).

Academic and Curricular Nomenclature

- [Purpose](#)
- [Principles](#)
- [Authority and Responsibility](#)
- [Section I: Organizational Definitions](#)
- [Section II: Admission Definitions](#)
- [Section III: Student Definitions](#)
- [Section IV: Program Definitions](#)
- [Section V: Course Definitions](#)
- [Section VI: Class Definitions](#)
- [Section VII: Modes of Instruction](#)
- [Section VIII: Credit Units and Billing Hours](#)
- [Section IX: Transfer Credit Definitions](#)
- [Section X: Study Abroad Definitions](#)
- [Section XI: Mobility Agreement Definitions](#)
- [Section XII: Student Record Definitions](#)
- [Section XIII: Time-Period Definitions](#)
- [Section XIV: University Catalogue Definitions and Standards](#)
- [Appendix: Course Level Numbering](#)

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Responsibility: Russell Isinger, University Registrar and Director of Student Services

Approval: University Council June, 2011; June, 2016; June 22, 2017, November 16, 2017, June 18, 2020

Purpose

The purpose of the University of Saskatchewan Academic and Curricular Nomenclature is to provide a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the university. Nomenclature defines terms contained in other duly approved University of Saskatchewan policies and procedures and commonly used administrative practices and processes.

Principles

Shared language makes collaboration possible and our nomenclature needs to evolve and be flexible enough to encourage the changes in academic programming that are developing throughout campus. In particular, there is a need to offer compelling,

engaging, and challenging academic programs which are creatively designed, are grounded in both global and Indigenous perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Therefore, the terminology in this document has been developed with a focus on facilitating change and creativity in curricular development, providing structure only to ensure quality and fairness. The guiding philosophy of nomenclature is that we can improve our academic programs by clarifying and revising the language we use to communicate across campus.

Authority and Responsibility

Under the bylaws of university council, council prescribes curricula, programs of study, and courses of instruction, and authorizes the establishment of colleges and departments. This responsibility includes the authorization of policies related to curriculum, programs, courses, and academic administrative structures. The [Academic Programs Committee of Council](#) is responsible for recommending to council classifications and conventions for instructional programs.

The registrar is responsible for management of registration and student information systems so that academic programs may be administered in an orderly manner. This responsibility includes the development and implementation of definitions for academic and curricular terminology, including coordinating with other university offices to establish common terminology.

Additional definitions relating to university governance and the administration of nomenclature, students and faculty can be found in [The University of Saskatchewan Act \(1995\)](#), the [University Council bylaws](#), and the [USFA Collective Agreement](#).

Section I: Organizational Definitions

Academic Unit

The term "academic unit" is used to describe authority over academic programs and student progression. Primarily, these refer to departments, schools, and colleges, but for specific programs the academic authority could be an academic division, a research centre or an interdisciplinary administrative committee. Regardless of the name, it is the structure and purpose of the academic or administrative unit that determines the nomenclature that applies.

Affiliated College

An educational institution recognized by the University of Saskatchewan as carrying on work of a university level. As described in the bylaws of council, the aim of affiliation is

to associate with the university for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized by council as of university grade, where such association is of mutual benefit to the university and the institution seeking affiliation. The colleges affiliated with the University of Saskatchewan are Horizon College and Seminary, Saskatoon; College of Emmanuel and St. Chad, Saskatoon; Gabriel Dumont College, Saskatoon and Prince Albert; Lutheran Theological Seminary, Saskatoon; St. Andrew's College, Saskatoon; St. Peter's College, Muenster; and Briercrest College and Seminary, Caronport, SK.

Board of Governors

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. The board is responsible for overseeing and directing all matters involving the management, administration and control of the university's property, revenues and financial affairs.

Centre

The university currently hosts a variety of centres, variously known as centres, institutes, units, organizations or networks, including incorporated entities. For purposes of this policy, a centre is a formally structured organization which is not a division, department, school or college, but which is established within or in conjunction with the university, for the pursuit or support of: scholarly, artistic, scientific, or technological objectives; teaching; or outreach.

- **Type A Centres** are those that are organizationally part of one college, and report to a dean. These centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of the centre should be congruent with approved college plans and would be established with the dean's endorsement and council approval. Responsibility for funding of these centres rests with the college.
- **Type B Centres** are those that involve activities beyond the scope of a single college and/or involve significant resources and will require the endorsement of the deans involved, the appropriate vice-president (usually the vice-president research) and Provost's Advisory Committee (PAC) before seeking the approval of council. These centres are organizationally part of the university and are subject to university management and control, reporting to a designated dean, an executive director that reports to the vice-provost, or an appropriate vice-president (usually the vice-president research).
- **Type C Centres** are incorporated and legally distinct from the university, and which have academic/research implications for the university. These centres must have the authorization of the vice-presidents and secure council approval before being recommended to the Board of Governors. These centres may be either a cooperative relationship involving the sharing of resources, or a landlord-tenant relationship, reflecting the academic interest of the university in the centre's activities and recognizing the university's community obligation to promote the greatest community use of its faculties and resources. These centres will report on their academic and research activities to a dean to the extent possible, and/or to an

appropriate vice-president. A financial report must also be provided to the vice-president (finance and resources) for the board, and all legal requirements of incorporated entities met.

- **Type D Centres** are legally incorporated entities, established to support the activities of the university, but which have no academic focus. Such centres may be proposed by a college or administrative unit, and their establishment would require the approval of the vice-president finance and resources, PAC, and the Board of Governors. Type D centres would report on an annual basis to the vice-president finance and resources and through that office to the board.

Chancellor and Senate

The duties and authority of the chancellor and senate are described in The University of Saskatchewan Act 1995. In general, the chancellor presides at meetings of convocation and senate, and confers degrees. In general, senate is responsible for non-academic student discipline, examination for professional societies, grants honorary degrees, and confirms the decisions of council in the areas of admission requirements, quotas, the disestablishment of departments and colleges, and the dissolution of affiliations.

College

An organizational unit of the university, the faculty council of which is assigned the general responsibility for the development and delivery of programs and courses leading to degrees, certificates, diplomas and other forms of recognition approved by the university and for matters of scholarship and discipline relating to the students enrolled therein.

The dean of a college is an officer of the university with duties and authority described in [The University of Saskatchewan Act \(1995\)](#). The dean is responsible for general supervision over and direction of the work of the college and of the teaching and training of the students of the college. In a non-departmentalized college, the college is also responsible for instruction, research and scholarly work, as described for departments.

Department

An organizational unit of a college, the faculty of which is responsible for the development and delivery of instruction and for carrying out research and scholarly work in a particular subject and/or related subjects.

The head of a department is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The department head has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department following consultation with the department as a whole. The head is also responsible to the dean for the satisfactory performance of the work of the department.

Division

A division may be an academic division or an administrative division. **Academic**

divisions are under the authority of University Council, Senate, and the Board of Governors, and operate much like departments, defining the unit's disciplinary or interdisciplinary approach towards program delivery and research, scholarly and artistic work. Examples of academic divisions include the Division of Nutrition in the College of Pharmacy and Nutrition and the Biomedical Engineering Division in the College of Graduate Studies and Research. Academic divisions operate under the direction of a dean and are often governed by an interdisciplinary committee of faculty members. In contrast to academic divisions, **administrative divisions** do not require oversight by University Council, Senate, or the Board of Governors. These units are organized to facilitate administration of a group of departments, programs, or other specific activity in order to achieve administrative efficiencies.

Faculty

A faculty member is defined in The University of Saskatchewan Act (1995) as a person who serves as a professor, associate professor, assistant professor, lecturer, special lecturer, instructor, or librarian. The act requires full-time employment. However, the bylaws of university council defines as members of a college or school faculty, those professors, associate professors, assistant professors, and full-time lecturers, who are members of departments which, for administrative purposes, are assigned to the dean of that college or the head of that school.

Federated College

An educational institution authorized by the university to offer for university credit, courses in certain subject areas. As described in the bylaws of university council, a federated college must be authorized by the university to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the federated college teaching staff, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized, and the college must be situated on or adjacent to the campus at Saskatoon. St. Thomas More College, Saskatoon, is the university's only federated college.

Off-Campus

- **Off-Campus Site** – a regional college or other educational institution where students may be admitted to the University of Saskatchewan for one or more years of study. Sites designated are reviewed at regular intervals under a policy that requires, among other things that the site offer classes in humanities, social sciences and sciences so that students can complete at least the first year of studies.
- **Off-Campus Class** – the administration of the class is not through the main university campus (e.g. through a regional college), if the class is not taught in Saskatoon, or if permitted by the registrar. This definition is used in the

determination of student fees.

See also "Off-Campus Class" under Course Definitions.

- **Off-Campus Activity** – refers to university-affiliated activities involving faculty, staff, or students which occurs off of the main university campus. This includes academic activities, including fieldwork and all off-campus modes of instruction, and non-academic activities, such as ratified student group events.
- **Off-Campus Graduate Student** – students completing thesis and project requirements are considered to be on-campus unless specifically designated by the registrar for program purposes.

Officers of the University

The authority and duties of the following are described in The University of Saskatchewan Act 1995: president, vice-president and acting president, deans, heads of departments, secretary, and controller. The president is responsible for supervising and directing the academic work of the university, its faculty and student body, and the business affairs of the university.

School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

The university-level school is governed by a faculty council and carries a status that is similar to a college, with the head of the school having a status similar to a Dean. The head of the university-level school is responsible for the school's curriculum, financial affairs and human resource requirements and reports to the Provost and vice-president academic. Faculty associated with the school are assigned through a variety of appointments and are responsible for the general responsibilities assigned to colleges, which include outreach activity, service, research, and the delivery of programs. These programs are most often graduate programs that are interdisciplinary in nature. Examples include: the Johnson-Shoyama Graduate School of Public Policy, the School of Environment and Sustainability, and the School of Public Health.

The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Rehabilitation Science in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

University Council

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. In general, council is responsible for overseeing and directing the university's academic affairs. This includes establishment of departments, colleges and programs; affiliations; student discipline for academic offences; admission standards and quotas; scholarships and bursaries; examinations; library policies; and advising the board on physical and budgetary plans.

Section II: Admission Definitions

Admission Category

A way to differentiate and compare applicants with similar qualifications (i.e. regular admission, special admission).

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by the college.

Admission Requirements

These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Provisional Admission

Available to applicants who have attempted less than 18 credit units and are currently in grade 12 or wish to take a course for interest only.

Regular Admission

Applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions.

- **Early Admission** – applicants currently completing high school considered based on preliminary high school marks and are admitted with conditions that must be fulfilled by a specified date.
- **Conditional Admission** – applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions are considered for admission with partial or incomplete documentation. All conditions must be fulfilled by a specified date.

Residency Regulations for Admission

The required length of residency in Saskatchewan and/or Canada is program specific and is determined by each college, with final approval being conferred by University Senate.

Selection Criteria

These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

Special (Mature) Admission

Available to applicants who do not qualify for regular admission. Most direct-entry colleges consider applicants for special (mature) admission. Applicants must be 21 years of age or older.

Section III: Student Definitions

Audit Student

An individual who is admitted to the University of Saskatchewan in order to sit in a particular course but do not wish to take the course for credit. Audit students are not entitled to have assignments corrected or to write any examinations.

Continuing Student

An individual who is currently registered and not yet graduating in a college or program at the University of Saskatchewan.

Exchange Student

- **Inbound exchange student:** an individual who is admitted to the University of Saskatchewan on the basis of an exchange agreement which enables the student to pay tuition to their home institution, and to register and study at the University of Saskatchewan, with credit transferred back to their home institution.
- **Outbound exchange student:** an individual who is admitted to a host partner institution on the basis of an exchange agreement which enables to student to pay tuition to the University of Saskatchewan, and to register and study at the host institution, with credit transferred back to the University of Saskatchewan.

Full Time Student

A student is defined as being full time if:

- An undergraduate student who registers for 9 or more CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- A non-degree student who registers for 9 or more non-degree level CUs (Operations and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- A graduate student who registers for 6 or more CUs (Operational and/or Academic CUs) during a regular term or spring and summer term; or who is designated as having full time status by the College of Graduate Studies and Research.
- A student who does not meet the above requirements but is deemed to be full time by the university secretary or registrar. Examples include certain Access and Equity Services (AES) students, elected USSU representatives or the editor of the Sheaf.

Graduate Student

An individual who has been admitted to the College of Graduate Studies and Research.

Internal Transfer Student

An individual who is currently studying or who most recently attended the University of Saskatchewan and wants to apply to a different college or program within the University of Saskatchewan. An internal transfer student may apply part way through their studies or they may have already graduated. Applicants who have attended another post-secondary institution after the University of Saskatchewan would then be designated as transfer students.

New Student

An individual that has never attended any post-secondary institution prior to attending the University of Saskatchewan.

Non-Degree Certificate/Diploma Student

An individual who is enrolled in non-degree level courses, eg. courses that are not accepted for credit in a degree program. The topics covered by these students may be similar to topics covered by degree students but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion.

Part-Time Student

Any student who does not meet the criteria of full time student as defined above.

Postdoctoral Fellow (PDF)

An individual with a doctoral degree (PhD or equivalent) completing defined research mentored by a faculty member over a specified time period.

Probationary Student

An individual who has not met the required minimum admission average or has been required to discontinue multiple times. Admission is at the discretion of the college.

Student in Good Standing

The term "good standing" describes a student who has met the requirements of their program, as defined in the Course and Program Catalogue, and who may proceed in their course of study. A student is considered in good standing if they are not currently the subject of a suspension, an expulsion, or a faculty action, such as being required to discontinue (RTD).

Provisional Student

An individual who has attempted less than 18 credit units and is currently in grade 12 or wishes to take a course for interest only. Provisional admission is valid for one academic year and allows the completion of a maximum of 12 credit units.

Returning Student

An individual who has previously studied at the University of Saskatchewan and is applying to return to the same college they last attended, without having attending another recognized post-secondary institution during that time. Students may re-apply after an absence from their studies or they may have already graduated.

Special (Mature) Student

An individual who is 21 years of age or older, has attempted less than 18 credit units of post-secondary studies and does not meet the requirements for regular admission.

Transfer Student

An individual who has studied at another post-secondary institution prior to studying at the University of Saskatchewan. A transfer student may apply part way through studies at a post-secondary institution, or they may have already graduated.

Undergraduate Student

An individual who is registered in a degree level course(s) offered by a school or college other than the College of Graduate Studies and Research.

Visiting Student

An individual who is admitted to the University of Saskatchewan, with the purpose of receiving credit for course work or research at their home institute. Visiting students are normally assessed tuition and student fees, may be undergraduate or graduate, and they may be here through an established agreement or through a letter of permission.

Visiting Research Student

An individual who has been admitted to the University of Saskatchewan as an undergraduate or graduate student for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition,

will not be enrolled in any credit course work, and are registered at the university for a period not exceeding 12 months per 18 month period.

Year in Program

This designation is attached to a student record for individuals working toward a degree-level qualification. It signifies the progress a student has made towards the program requirements and has an effect on administrative process (e.g. assigned registration windows).

Section IV: Program Definitions

Academic Program Type

A prescribed set of requirements related to fields of study within a program.

Certificates and Diplomas

The terminology of "certificate" and "diploma" is used both for degree-level (undergraduate and graduate) programs and for non-degree-level programs.

- ***Degree Level Certificate*** Under the authority of council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. These programs are entirely comprised of degree-level courses, numbered from 100-999. See Appendix One below for details on course level numbering. Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates, and postgraduate specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

Undergraduate Programs

- Certificates
- Post-Degree Certificates
- Post-Degree Specialization Certificates

Graduate Programs

- Graduate Certificates
- Postgraduate Specialization Certificates

- ***Degree Level Diploma*** Under the authority of council and the Academic Programs Committee, these programs are entirely comprised of degree-level courses, and completion implies the attainment of a university-level standard of achievement

which is fully transferable into certain undergraduate degree-level programs. See Appendix One below for details on course level numbering.

- ***Non-Degree Level Certificate*** These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a program of courses appropriate for post-secondary training but not classified as degree-level courses. Generally, these programs are entirely comprised of non-degree level courses numbered from 010-999. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Non-degree level certificates not under the authority of a college shall fall under the authority of an identified administrative unit.
- ***Community Level Certificate*** These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

Combined Degree

The terms "combined degree" or "second degree" are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately. This can involve the awarding of more than one degree or the creation of a new degree entity.

Community Level Program

These programs lead to certificates of attendance which are available to the general public. They are comprised of a single course or program of courses, usually numbered 001 to 009, which are non-academic, not accepted for credit toward any certificate or degree, and not listed on transcripts.

Degree Level Program

Approved by council, these programs lead to a specific academic credential, such as a degree, diploma, or degree level certificate at this university.

- ***Undergraduate Level Program*** – a program of courses numbered 100 to 699 and other educational experiences intended for students at the university undergraduate level, for example, bachelor degree. Undergraduate level programs are also described in the following ways:

-Direct-Entry: undergraduate programs which admit students with high-school level preparation

-Non-Direct Entry: undergraduate programs which admit students only after one or more years of university-level preparation.

-Professional: programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected. The U of S offers the following professional doctorates at the undergraduate level: Doctor of Dental Medicine (D.M.D.); Doctor of Medicine (M.D.); Juris Doctor (J.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Veterinary Medicine (D.V.M.).

- **Graduate Level Program** – a program of courses numbered 700 to 999 and educational experiences intended for students at the graduate level (for example, a master's degree or a Ph.D. degree). Graduate level programs are also described in the following ways:
 - **Direct-Entry Ph.D.:** direct-entry Ph.D. programs at the graduate level allow students to be admitted to a Ph.D. program without having been admitted to a master's program.
 - **Non-Direct Entry Ph.D.:** non-direct entry Ph.D. programs require completion of a master's degree before admission.
 - **Professional Doctorate:** a professionally-focused doctoral program at the graduate level designed for working professionals and oriented toward practice and leadership, for example, the Doctor of Education (Ed.D.) in Educational Leadership.

Depth of Study

In undergraduate programs, several depths of study in a field of study are recognized.

- **Minor** – (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the "Adoption and Oversight of Cross College Minors" document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:
 - **Adopting College** - the college responsible for the degree program to which the minor is attached.

- **Resource Unit** - may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
- **Resource College** - the resource unit, in the event that it is a department or interdisciplinary group, will reside within an identified resource college.
- **Major** (>24CUs) is a depth of study which prescribes a significant number of courses in one or more related fields of study and usually requires the student to maintain a specific scholastic standing in these courses. Colleges offering majors with less than 24 credit units must complete the Consultation with the Registrar Form and obtain Academic Programs Committee approval. Exceptions outside of the credit unit values can be approved only by the Academic Programs Committee.
- **Honours** (>42CUs) is a depth of study which prescribes a high number of courses in one or more related fields of study and which always requires the student to maintain a high scholastic standing in these courses (double honours is also permitted as a type of honours program.)
- **Concentration** is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major within a degree program. Concentrations may not be paired with certificates and diplomas. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will occur within the student's major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student's major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.

Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus*, etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

The first three depths of study within a field of study always appear on university transcripts. Concentrations may also appear on the transcript, provided that the proposed concentration is consistent with Canadian university general practices and/or acknowledged and desirable for professional organizations and accreditation and is feasible within the technical limitations of the transcript's reporting system. Consultation with the registrar and Academic Programs Committee must be performed for new concentrations to appear on transcripts.

Discipline

Academic areas of study, research and scholarly work are described at many

universities as "disciplines" and terms like "disciplinary", "interdisciplinary" and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the U of S, however, the term "field of study", as defined below, is a more inclusive term to describe student programs.

Dual Degree Program

A program where a student pursues a degree both at the University of Saskatchewan and another post-secondary institution with whom an agreement is established, with the student receiving two degrees at the end of the program, one from the U of S and one from the partner institution. The U of S transcript reflects the dual nature of the program. The degree can be at the undergraduate or graduate level.

- **Cotutelle Program:** A Cotutelle program is a type of dual degree program, where a doctoral student is jointly supervised by two supervisors, each from a different university, and, the student alternates time between the two universities. The student writes one thesis, under the supervision of an advisory committee comprised of members from both universities, and if successful, the student receives two degrees, each recognized by both universities. However, while the dual degree program is an agreement between two programs at two institutions, a Cotutelle program is an agreement tailored to an individual student studying at two institutions.

Field of Study

A field of study requires completion of a number of prescribed courses in a specific subject or discipline. Programs may permit several fields of study. The number of fields of study identified for a student may be limited by policy or practical considerations. In colleges with many fields of study, it is often convenient to group them by program type. For example, the College of Arts and Science defines three program types within the Bachelor of Arts programs and one program type within the Bachelor of Science program; the College of Education types its programs as secondary, and elementary/middle years. Within a program or program type, the student usually is required to complete a particular field of study. See also "Teaching Areas".

Interdisciplinary Program

An interdisciplinary program is a field of study which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme. It may be cross-departmental or cross-college in nature.

Joint Degree Program

A student pursues a degree-level program at both the University of Saskatchewan and another post-secondary institution with whom an agreement is established. The student will receive only one degree at the end of the program jointly awarded by both institutions, with the parchment issued either from the University of Saskatchewan or from the partner institution. The parchment and transcript reflect the joint nature of the program. The program can be at the undergraduate or graduate level.

Non-Degree Programs

These programs lead to non-degree level certificates. These programs consist of courses which are generally numbered between 010 and 099. In some degree-level programs, these courses are treated as cognate courses or can be used towards the completion of a degree-level program.

Program

A generally defined set of courses and other requirements described in the catalogue, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification. Programs are offered at four educational levels: community, non-degree level, undergraduate, and graduate levels. See also Appendix: Course level numbering.

Program Options

Within the general requirements of a particular program, many colleges provide one or more program options, which identify a specific set of courses and other requirements. Program options may be identified by program type, field of study, depth of study, thesis/non-thesis, and work experience. In graduate programs, a program may have a research option (thesis or project) or a non-research option (course based). Work experience is a program option used to identify a prescribed course or group of courses and associated requirements that provide university-recognized work experience (e.g. Business Co-operative Education Program, internship) in a program.

Residency Regulations for Degree Completion

Residency regulations for degree completion are determined by each college. In some cases, residency refers to a certain number of University of Saskatchewan credit units to be completed toward a program of study. These credit units may be completed online, by distance, or in-person, but must be awarded by the University of Saskatchewan. In other cases, residency refers specifically to the length of time a student must be physically present at the University of Saskatchewan while completing their program of study.

Teaching Areas

Similar to fields of study, teaching areas require the completion of a number of prescribed courses in a specific subject or discipline. Teaching areas, however, are specific to the Bachelor of Education (B.Ed.) and the Bachelor of Music (B.Mus.(Mus.Ed.)) degree programs. As defined by University Course Challenge (September 2011), teaching areas represent disciplinary fields developed by the Saskatchewan Ministry of Education in order to align with the Saskatchewan pre-kindergarten to grade twelve curriculum areas.

Work Experience Program Options

- ***Professional Internship Program*** is a supervised, paid practical training period for a student, usually endorsed by a professional association or accreditation body.

- **Cooperative Education Program** is a program which allows a student to combine academic study with work experience by combining terms on campus with terms working full-time in a job related to the field of study. Students in co-operative programs are generally paid.
- **Practicum Programs** are designed to give students supervised practical application of previously studied theory. These are generally extensions of a particular course and are generally not paid.

Section V: Course Definitions

Course

A unit of study in a subject area defined by a course description, title, and number in the Course and Program Catalogue. This unit of subject material is normally presented over a term to students in one or more registered classes. The smallest formally recognized academic unit of the curriculum is the course – a unit of study in a subject area identified by a description of activities.

Course Authority

Each course label is normally under the administrative authority of one academic unit. Control and management of course labels are delegated to the registrar, but authority for label association with specific courses remains with APC/council. Three types of authority can be defined for each course:

- **Resource authority:** provision of teaching resources for the course
- **Content authority:** determining what should be taught in the course. This is the authority that will be listed in the student information system. It is often referred to as academic authority. This authority includes such areas as grade approval.
- **Administrative authority:** administration of the course when it is taught, including such areas as times and location of classes, class maintenance and dealing with student complaints.

For most courses, all three types of authority are held within a single department or college (in the case of non-departmentalized colleges). For interdisciplinary courses the three types of authority can be spread over several departments, colleges, or other units.

A course label is a subject area identifier (four alphabetic characters) and the course number (numeric). An academic department or college or interdisciplinary program may offer courses titled with several course labels. Each course label should be under the administrative authority of one academic unit or an identified administrative unit for courses in non-degree level certificates not under the authority of a college.

Cognate Courses

The practice of allowing students credit for a course from another department. For example, biology allows students to take several agriculture courses for credit towards a major in biology.

Corequisite Courses

A course or other requirement that must be taken at the same time as the course being described.

Course and Class Titles

Effective communication should be the primary consideration when determining appropriate titles. Course titles appear in the Course and Program Catalogue and class titles are listed on transcripts. As such, titles should reflect educational content and should not include administrative details like credit units, etc. Short titles must be limited to 30 characters in length so they can reasonably appear on transcripts and in the student information system and long titles should be no longer than 100 characters.

Course Numbers

Course numbers are used according to the conventional practices established by the university for course numbering, as adapted by each college within the academic structure of its programs.

Consistent with the usual university practice, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available the level of study required, and on the order in which they want to have their courses appear in the catalogue. Frequent renumbering should be avoided if possible, as it causes administrative complexity and results in confusion for students. Please see Appendix: Course Level Numbering.

Course numbering will usually follow the conventional practice as described below and shown in the course levels chart.

- ***Community level courses:*** The numbers 01-09 are used for tracking membership in community-level classes and are not used for university credit towards a degree, diploma, or certificate.
- ***Undergraduate courses:*** The numbers 100-109 are used for general introductory courses which are not usually acceptable as a preparation for more advanced work in the subject area. In some specialized cases, 200-level courses may be considered introductory courses.
- ***Non-Degree courses:*** The numbers 010-099 are used for courses developed for non-degree level programs.

The numbers 110-199 are used for courses that introduce a subject area and which could serve as prerequisite to senior-level courses in that subject. These are often referred to as junior undergraduate courses. Usually these are taught in direct-entry programs.

Courses numbered 200-699 are also referred to as senior undergraduate courses, including courses in the first year of a non-direct-entry program. These numbers are used for courses that offer advanced study in a subject area. Some post-baccalaureate certificates requirements are comprised of 500 level courses (e.g. Special Education Certificate). 200-level courses usually have 100-level prerequisites, while 300-level and 400-level courses often have 200-level prerequisites. While 300- and 400-level courses are usually taken in the third and fourth years of a program, they need not be numbered according to the year-in-program in which the student completes them.

- **Graduate courses:** The numbers from 700 to 999 are used for graduate-level courses. The 800 series is usually for senior graduate courses which require undergraduate degree completion. The 900 series has been reserved for graduate research and seminar courses.

The numbers x98 and x99 are reserved by the university for special topics courses, 990 for graduate level seminar requirements, 992 for masters level project-based program requirements, 994 for masters level thesis-based program requirements, and 996 for PhD level thesis requirements. After a course is deleted, that course number cannot be reused for a different course for a minimum of ten years. This avoids confusion for students in registration and transcripts.

Double-Counting or Multiple-Counting of Courses

Applying credit from one course toward more than one degree requirement.

Double-Listing or Cross-Listing of Courses in the Catalogue

The terms "double-listing" and "cross-listing" have been used to describe a variety of academic course delivery methods, but in this document, they are defined as following:

- **Academic Cross-Listing**
Components of two different courses of different levels (often 400 and 800) which are taught by the same instructor in the same location at the same time. For example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.
- **Administrative Cross-Listing**
Refers to the practice of creating multiple sections for one class in order to facilitate reserved seating for two or more groups of students or other administrative purposes. For example, a class may require a certain number of seats to be allocated to students in several different colleges. This can be accomplished by

creating several different sections and administratively cross-listing the sections back into a single class.

- **Double-Listing**

The practice of offering a single course under two different course labels with the course requirements for successful completion being the same for all enrolled students. This involves the two course labels using the same grading mode. Typically, double listing is reserved for circumstances involving professional accreditation. The practice relies upon the coordination of multiple offices and is therefore more complex and time-consuming to administer. Historically, double-listing has hindered registration and it should continue to be used as a last resort. Please refer to the policy section for guidelines in the use of double-listing of courses. Proposed double-listings should be circulated through the Course Challenge Process and submitted to Academic Programs Committee for approval.

The following guidelines apply to double listings:

- Once a student has completed the course then that course label is the one for which they receive credit. However, equivalencies for double listed courses would apply in the event of program changes.
- The course must be delivered with the same credit units and level for both course labels. Double-listing of an undergraduate-level course with a graduate-level course is not allowed.
- It must be explicitly stated in the Course and Program Catalogue and on the syllabus that it is a double listed course.
- Content resource and administrative authority for the double listed course should be clearly explained and each authority must track back to a single unit. By default these authorities would reside with the unit of the faculty member who is delivering that section of the course.

Elective Courses

An elective course is one chosen by a student from a number of courses in a curriculum, as opposed to a required course which the student must take.

Equivalent Courses

Courses that are deemed to possess equivalent content such that they are considered to be interchangeable across all programs, and students may receive credit for only one of the courses. Equivalent status must be honoured by both or all colleges involved.

Moribund Courses

A moribund course is one that has not been taught in the previous 48 months. Moribund courses will be retained in the course archive for an additional 48 months and then will be deleted. A moribund course does not appear in the catalogue but can still be activated for registration.

Mutually-Exclusive Course

Courses that are not entirely equivalent to each other, but possess similar or overlapping content. Students may receive credit for only one of the courses deemed to be mutually-exclusive. However, in contrast to the status of equivalent courses, the mutually-exclusive status is program-dependent and therefore does not automatically apply across all programs. Mutually-exclusive status must be honoured by both or all colleges involved.

Placeholder Course

Placeholder courses are normally created for administrative purposes, often to allow students access to university services such as the library and the Physical Activity Complex. These courses may be listed on transcripts, but they do not signify the attainment of academic credit. Placeholder subject codes normally begin with the letter "X." Final authority for the technical setup or adjustment of placeholder courses rests with the Registrar.

Practicum Courses

At the University of Saskatchewan, a practicum is usually a course in which a student works part-time in a workplace for a specified number of hours per week. However, the term is used widely in undergraduate and graduate education to describe all kinds of work-based learning experiences from single courses to lengthy clinical practice experience. Practicum courses are generally unpaid.

Prerequisite Courses

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

Required Courses

A course that all students following a particular program of studies are required to take.

Selected Topics Courses

Regular course offerings approved by University Course Challenge that allow for the subject of offering to change at the discretion of the Instructor. Typically, these courses are approved with a general topic area, for example, "Topics in Literary and Cultural Theory".

Special Topics Courses

These courses are offered on a special case basis, to allow colleges and schools some latitude in course offerings in special circumstances. These courses must be approved by the faculty of the college responsible for the course, forwarded to APC and the Registrar's Office for information, and should be numbered 298, 398, 498, 598, 898 or 299, 399, 499, 599, or 899. Special Topics courses are not normally used to substitute for required courses in a program. Please see the Special Topics Policy for further information.

Subject Codes

A code that most accurately and comprehensively represents the subject matter being taught in the course(s). Most subject codes consist of 4 characters. Courses are identified on transcripts and the Course and Program Catalogue by subject codes, so effective communication should be the primary consideration when determining subject codes. After a subject code has been expired, it cannot be repurposed for different subject matter. This ensures the integrity of academic history records.

Interdisciplinary use of Subject Codes

New subject codes are initiated by colleges and approved by the registrar. Approval involves assigning authority for each subject code to a specific department or academic unit within the college of ownership. After approval by the registrar, the college and academic unit/departmental ownership is recorded in the student information system. A college may permit the use of a subject code under its authority by another academic unit for a specific course or courses, with the secondary unit then having administrative, content and/or resource authority for this specific course. This arrangement requires the agreement of the college authority and is contingent upon consultation with the registrar and the approval of APC via the course challenge process. This arrangement would allow for specific classes to be delivered and administered by faculty from another academic unit (a different resource authority), which is important and desirable for both inter- and multi-disciplinary programs. This would mirror the cross-college minor system where both colleges must agree to the minor for it to be delivered.

Section VI: Class Definitions

Class

While "course" is used to identify subject matter, "class" is used to refer to the offering of a course to one or more students for a specific period of time.

Class Scheduling for Common Components

Components of two different courses can be taught in common – for example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

Registered Class

When a group of one or more students register in a course under the general direction of a particular instructor(s) at a given time. Each class requires an assigned academic instructor. A registered class may consist of one or more instructional units. Registered classes are defined by the label of the course under study and a registered class section number and by the term and course reference number attached to the class.

Off-Campus Class

Classes are defined as on-campus or off-campus for various reasons, including for the

assessment of fees. Off-campus classes are those offered completely, or almost completely, outside of Saskatoon city limits; those not held at the University of Saskatchewan Prince Albert campus; those designated as web-based; those offered through another institution that assesses its own student fees (eg. Saskatchewan Polytechnic or a regional or affiliated college), or those as designated by the Registrar. See also "off-campus" under organizational definitions.

Section Numbers

Classes are identified by section numbers which may contain a prefix indicating the delivery mode or other information. Prefix codes are as follows:

A	Taught as a mixture of delivery modes (blended)
C	Taught in person at off-campus sites
E	Taught through or for a contracting agency
G	Sponsored by a government agency
L	Laboratory
N	College of Nursing class
P	Practicum
R	Taught in Regina
S	Seminar
T	Tutorial
U	University sponsored classes not taught through U of S
V	Television deliver mode at off-campus sites
W	Online or web-based deliver mode

Section number without delivery mode codes are 2 characters in length (eg: Section 21 or Section 03). Section number with embedded delivery mode codes are 3 characters in length (eg: Section L01 or Section W21). Certain number ranges also are reserved to help identify various administrative functions of the class:

01-29	General Use - On Campus
30-49	General Use - Off Campus
50-59	*Reserved
60-67	STM Classes
68-69	*Reserved
70-75	Outbound Exchange
76-79	USLC Classes
80-83	SUNTEP (Saskatoon)
84-85	SUNTEP (Prince Albert)
86-87	ITEP (Elementary)
88-89	ITEP (Secondary)
90	*Reserved
91-95	Aboriginal Student Achievement Program
96-99	St. Peter's College

Section VII: Modes of Instruction

Schedule Types

The following schedule types of instruction are offered in various classes (all schedule types are gradable and appear on transcripts unless otherwise noted).

- **Clinical Service (CL) and Teacher Supervision (SUP)** an instructional unit in which the students are required to meet with instructors for scheduled instructional periods with instruction focused on student performance of a professional service. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.
- **Co-op Work Experience (COO)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported. See Work Experience Program options.
- **Internship (IN1, IN2, IN3)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported. See Work Experience Program options.
- **Field Study (FST)** Field study/fieldwork refers to activities conducted for the purpose of research, teaching, or study, and are undertaken by students of the university at any "off-campus" workplace where the standard operating procedures of the university would not apply.
- **Independent Studies (IND)** A class offered by a department utilizing non-face to face and non-web based methods of instruction.
- **Individual Research/Reading (RES or RDG)** included in this category are individual research, reading and other studies or projects in which each student works independently under the direction and supervision of an assigned instructor(s). The student and instructor usually meet on an "as required" basis. Since the number of hours spent by the student and the number of hours of instruction given by the instructor cannot be determined, only the number of students enrolled in the activity are recorded.
- **Laboratory (LAB)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising students actively investigating, experimenting, etc., requiring the use of special equipment or facilities examinations are not centrally scheduled, nor are these classes gradable or listed on transcripts.
- **Lecture (LEC)** an instructional unit in which the instructor is responsible for preparing and presenting the course material, facilitating student learning activities and undertaking assessment, and where the entire or significant majority of the class occurs in-person (i.e., students and instructors interact physically, together in one location).
- **Multimode Blended (MM)** an instructional unit in which the instructor between 1/3 and 1/2 of the instructional hours face to face and the remaining instructional hours online asynchronous.

- **Practicum (PRA)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student practicum experiences, usually requiring the use of special equipment or facilities. Practicums are generally unpaid. See Work Experience Program options.
- **Seminar (SEM)** an instructional unit in which the students and instructors ~~usually~~ share ~~some of the~~ responsibility for instructional activities (e.g., preparing and presenting course topics, facilitating learning activities). The focus is often on discussion types of interaction between instructor and students.
- **Supervised Self-Instruction (SSI)** an instructional unit in which instructors are scheduled to be available for instruction and supervision of a group of students engaged in solving problem assignments; in using programmed or automated instructional materials; or in other supervised activities. A room or facility may be scheduled for this activity. However, the extent to which the individual student takes advantage of the facility or opportunity to meet with the instructor is not known.
- **Tutorial (TUT)** a mechanism to review in class learning materials and experiences and have students practice and receive feedback in addition to the primary face to face learning experience. Tutorial examinations are not centrally scheduled, nor are these classes gradable or listed on transcripts.
- **Fully online (WEB)** an instructional unit in which the instructor is responsible for preparing and presenting course material, facilitating student learning activities and undertaking assessment, and where the entire or significant majority of the class occurs via a web tool (i.e., student and instructor interact virtually). The class will have an attribute of either synchronous (students and instructor are together at a set time during learning activities) or asynchronous (students engage with learning materials and in learning activities on their schedule. There are no set times for the cohort to meet.) and may have an attribute of hybrid where a face-to-face cohort will be taught jointly.

Class Attributes (new):

- **Hybrid (HYBD)** in a fully online (WEB) or lecture (LEC) class, this attribute indicates that the class will be taught concurrently with another section. As such, this attribute identifies two classes in which the instructor teaches an in-person cohort of students and a synchronous online cohort of students jointly.
- **Synchronous (SYNC)**- in a fully online (WEB) class, this attribute indicates the instructional hours occur 'live', with the cohort together at the same time in a virtual space.
- **Asynchronous (ASYN)**- in a fully online (WEB) class, this attribute indicates the instructional hours are undertaken by the student on their own schedule (the cohort learns on their own time in the same virtual space)..
- **Community engaged Learning (EXL1)** – a class in which students are engaged with community partners in a mutually beneficial and negotiated curricular experience.
- **Clinical placement/practicum (EXL2)** - a structured educational strategy that provides for the integration of theory and practice.
- **Field-based instruction (EXL3)** - learning takes place outside of the classroom or laboratory and is an opportunity to apply and develop practical skill or conduct discipline related research.
- **Study Abroad (EXL4)** - inclusive of student exchange programming or for credit instructional activity delivered in an international environment.

- **Undergraduate research (EXL5)** - undergraduate students have the opportunity to conduct authentic research within a credit course.
- **Experiential Learning (EXPL)** – a class intentionally designed to engage students purposefully in direct experience, focused reflection, and authentic assessment in order to increase knowledge, develop skills and strategies, clarify values, and apply prior learning
- **Independent Studies Class (INDS)** – To assist students when searching for independent studies classes in the student information system.
- **No Academic Credit (NOAC)** – Administrative attribute signifying a class which requires an initial operational CU value for administrative purposes but which will confer 0 credit units onto the academic history record once successfully completed
- **Post-Grad Clinical (PGCL)** - – To assist students when searching for medical post-graduate clinical program classes in the student information system
- **Class Taught Remotely (REMO)** – a class that was intended to be in person that has transitioned to fully online delivery in response to an urgent and unforeseen circumstance.
- **TABBS Instructor Dept Override (TBS1)** – Administrative attribute used to override the standard TABBS distribution for teaching resources allocated out of tuition revenue
- **Class is offered on-line only (WEB)** - – To assist students when searching to identify synchronous or asynchronously web delivered classes in the student information system. Web classes do not require a student to be at a UofS campus to complete.
- **College Scheduled Exam (XCS1)** – Administrative attribute added to the class so the registrar will not schedule a final examination as the examination will be scheduled by the college and communicated to students by the college
- **No Exam – exemption authorized (XMEX)** – Administrative attribute added to the class so the registrar will not schedule a final examination
- **Exam date TBA by Instructor (XMSP)** – Administrative attribute added to the class so the registrar will not schedule a final examination as the examination will be scheduled by the instructor and communicated to students by the instructor
- **Zero Textbook Cost (ZTC)** – a class in which overall non-tuition costs are \$35 or less

Instructional Activity Codes

Abbreviations are used to describe instruction type and modes of delivery.

IND	Independent Studies
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LIVE	Face to Face
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MULTI	Blended
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PRINT	Print Based
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WEB	Fully online
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XHIGH

High School (Admin Only)

XINA

Instructional Mode Not Applicable

Section VIII: Credit Units and Billing Hours

Academic Credit Units

Academic credit units (CU) define the amount of credit awarded for successful completion of a course and are displayed on the transcript or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units would be the expected student effort in the course. Hours of instruction are also a component of this value with a course requiring approximately 30-39 instructional course hours of lecture per 3 credit units. Courses may be offered with any whole number of credit units. The use of fractional credit units is discouraged, due to administrative complexity.

Courses offered to meet requirements for a non-degree level diploma or certificate will have courses with non-degree level credit units at the non-degree level, in contrast to degree-level classes with degree-level credit units, attached to them. Non-degree level credit units are attached to courses appropriate for post-secondary training but not classified as degree-level courses. Non-degree level courses are numbered 010 – 099. The value of these non-degree level credit units compared to degree-level credit units is established by the college concerned.

Operational Credit Units

For administrative purposes, courses often carry “operational” credit units, rather than academic credit units. While the course will be listed on transcripts with 0 credit units, the operational credit unit weight of the class are used to determine a student’s full or part time status; control the number of classes a student may register in for a term (maximum credit units); determine a student’s loan eligibility; determine eligibility for full or part time months for T2202 processing.

Billing Hour Units

The billing hour (BH) unit applied to a class is used in the calculation of tuition and student fees.

Section IX: Transfer Credit Definitions

Articulation

A process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessment. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that certificate, diploma, and other program graduates possess the knowledge, skills and abilities necessary to succeed in upper-year courses at the receiving institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes

The knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility

The ability to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession or to participate in a learning experience without undue obstacles or hindrances.

Recognized Post-Secondary Institution

A public or private institution that has been given authority to grant degrees, diplomas, certificates, and other formal credentials by competent authorities within the country or that is widely accepted by other institutions and organizations inside and/or outside the country. Examples that designate an institution as such include a public or private act of the provincial/territorial legislature, a government-mandated quality assurance mechanism, or a national accrediting body.

Transfer Credit (Credit Transfer)

Transfer credit refers to a course or courses taken at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution for credit (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been completed at another institution and to reduce the likelihood of a student repeating academic work for which there has already been a demonstrated competence.

Section X: Study Abroad Definitions

Cotutelle Agreement

The agreement required to establish a Cotutelle program. Please see “Cotutelle program” under program definitions.

Dual Degree Program

Please see “dual degree program” under program definitions.

Independent Study Abroad

A credit-based education abroad activity initiated and arranged by the student with the home institution, and recognized by establishing an independent learning course or the granting of transfer credit.

Internship Abroad Program

A supervised work-placement abroad where the primary motivation is educational. Internships may be credit or non-credit, and are usually paid.

Joint Degree Program

The agreement required to establish a joint degree program. Please see “joint degree program” under program definitions.

Student Exchange Program

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. Student fees are collected by the host institution. The typical duration of an exchange is one or two terms.

Taught Abroad Course/Program

A short-term credit-based activity, involving a group of students taking one or two University of Saskatchewan courses abroad, under the supervision of a University of Saskatchewan faculty member.

Term Abroad Program

A one term group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit.

Visiting Student Program

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition and student fees are paid to the University of Saskatchewan.

Visiting Research Student Program

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding twelve months.

Section XI: Mobility Agreement Definitions

Block Transfer Agreements

A type of block transfer credit agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular

program at the U of S. Students would receive their final credential from the U of S. Some examples of these agreements include, but are not limited to: 2+2, 1+3 and 3+1.

Consortium

A network to which the university is a member, along with other universities or institutions with the objective of facilitating student mobility (eg. TASSEP, CALDO, MICEFA).

Dual Degree Agreement

The agreement required to establish a dual degree program. The agreement required to establish a Dual Degree Program.

Home Institution

The institution in which a student is formally enrolled and is expected to graduate from.

Host Institution

The institution which has agreed to accept a student from the home institution for a limited period of study.

Joint Degree Agreement

The agreement required to establish a Joint Degree Program.

MOU (Memorandum of Understanding)

A non-legally binding umbrella agreement that provides a framework for collaborative activities between international partners. This agreement has also commonly been referred to as a “handshake agreement” or “parent agreement.” This agreement is often the beginning of a formal relationship between two institutions.

Student Exchange Agreement

A reciprocal agreement which allows for the exchange of students where students pay tuition at their home institution and study at the host partner institution, with credit transferred back to the home institution. These agreements can be university wide or restricted to specific colleges, departments or levels of study.

Transfer Credit Agreement (Articulation Agreement)

An agreement between two institutions that authorizes studies completed at one institution to be credited toward studies taken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other's courses) or unilateral. Transfer credit can be recognized course-by-course or as a block transfer credit.

Visiting Student Agreement

An agreement established between two universities that allows students from the home institution to attend the host institution as a visiting student.

Section XII: Student Record Definitions

Student Record

The student record holds the program and course information related to a specific student. It will typically contain information related to the specific classes, sections, and terms.

Qualification

The qualification is the degree, diploma, or certificate awarded to the student, which may be accompanied by an indication of distinction (Distinction, Great Distinction, Honors, or High Honours).

Transcript

The transcript is the official and unabridged version of a student's educational record at the University of Saskatchewan provided to the student and at the student's request to third parties. Transcripts are a complete listing of a student's educational record up until the day the transcript is produced. The transcript shows the label, title, class, term and result for each course in which a student was registered past the add/drop deadline. It also records such information as faculty actions, suspensions, expulsions, transfer credits, and qualifications and distinctions. An official transcript is one issued directly to another agency or institution and bearing the seal of the University of Saskatchewan and the signature of the registrar. The seal and the signature may be in electronic form in accordance with the university's signing policy.

The nature, extent and format of information that appears on the transcript are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Co-Curricular Record

The Co-Curricular Record (CCR) is a personalized and official record of university-approved and facilitated activities in which students have been involved outside of regular academic course work. This document can be used to further employment and educational goals.

Parchment

The parchment is a legal document issued by the University of Saskatchewan, that confirms the recipient has successfully completed a specific program and confers an

academic qualification. The parchment displays the University of Saskatchewan seal, at minimum the signatures of the university president, university chancellor, university secretary, dean of the college with academic authority for the program, and the date, degree, and major (or program in the case of the College of Graduate Studies and Research) where appropriate.

The nature, extent and format of information that appears on the parchment are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Section XIII: Time-Period Definitions

Academic Calendar

A listing of the dates of major academic events or deadlines for the academic calendar year.

Academic Catalogue Year

A twelve month time period beginning May 1st of each year around which admission procedures and curricular changes are organized. Students are generally expected to complete the program requirements approved for the academic calendar year in which they were admitted. As such, program changes and new programs are typically implemented with an effective date of May 1st. The degree audit system evaluates each student's progress toward program completion based upon their designated academic calendar year.

Academic Year

A twelve-month period beginning on July 1st of each year. This is the usual time period used for academic appointments in the hiring and promotion of faculty.

Final Exam Period Definitions

Fall term: The examination period begins on the first day following the last day of instruction and goes no later than December 23rd.

Winter term: The examination period begins the first day following the last day of instruction and goes no later than April 30th.

Spring & summer: The examination periods for spring and summer include the two days following the last day of instruction after each quarter and the 3 days following the last day of instruction after each term.

- **Deferred examinations:** A deferred examination is the sitting of a final examination at a time other than the scheduled time and date of the final examination. A deferred examination may be granted to a student who is not able to complete a final examination through no fault of their own, for serious personal circumstances. These examinations are approved and granted under regulations established by the college and subject to the Academic Courses Policy.
- **Supplemental examinations:** A supplemental examination is the re-writing of a final examination. These examinations are approved and granted under regulations established by the college and subject to the Academic Courses Policy.
- **Special deferred and special supplemental examinations:** the college may, under extenuating circumstances, approve and grant a special deferred or supplemental examination to a student who submits satisfactory evidence of inability to be present at the scheduled deferred or supplemental examination under regulations established by the college and the Academic Courses Policy.

Fiscal Year

The fiscal year for the university runs from May 1 to April 30 as defined in [The University Act \(1995\)](#).

Instructional cycle and instructional periods

For fall and winter term standard day period lecture classes:

- 50 minute instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or 75 minute instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday;
- Edwards School of Business (ESB) offers Monday/Wednesday classes on a 75 minute instructional period.

For fall and winter term standard evening period lecture classes:

- 150 minute instructional periods, on the instructional cycle of one evening per week;

For fall and winter term standard Saturday lecture classes:

- 150 minute instructional period starting at 0900 or 1300

For spring and summer terms lecture classes:

- Presently these are usually taught for about two instructional hours per day (110 minutes), five days per week, but this can vary depending on the course requirements.

Classes can be offered in any day or night standard instructional period except Sundays.

Instructional period

A scheduled period of time in which a group of students participate in a particular type of instructional activity (laboratory, lecture, discussion, etc.) related to a specific subject.

- **Day period** – an instructional period currently between 0730 and 1730 hours.
- **Evening period** – an instructional period currently between 1730 and 2200 hours.

Classes on campus can be held from 0730 – 2230 using standard time blocks as defined by the registrar. Colleges using non-standard time blocks need the approval of the registrar.

Term

A period of time defined in the Academic Calendar, for which a course for credit may be offered. Terms are identified by the year and the month of when they occur (e.g. 201609 is September of 20016). Each term usually allows for a minimum of 33 instructional period hours of instruction per term. For graduate students, the year is divided into graduate term one, graduate term two and graduate term three.

- **Fall and winter (fall term 1 and winter term 2)** - each term usually allows for 13 weeks of instruction followed by the examination period. Fall term 1 runs from September to December and term 2 runs January to April. Some professional colleges have longer fall and/or winter terms, and different start and end times.
- **Spring and summer (spring term 1 and summer term 2)** – these two terms begin in mid-May and end in mid-August. Instructional periods and times differ from those in the fall and winter. Spring term 1 runs through May and June and is split into quarter 1 and quarter 2. Summer term 2 runs through July and August and is split into quarter 3 and quarter 4.
- **Irregular terms** – some programs have longer terms, and different start and end times. Several colleges deviate from this terminology – for example, for graduate students, the year is divided into graduate term 1, graduate term 2, and graduate term 3, while Veterinary Medicine divides its instructional sessions into "Quarters".

Graduation Term

The term in which a student has completed all necessary program requirements in order to be eligible for convocation. Please note the following:

- Completion of all program requirements in the Summer Term (07) determines a student's eligibility for convocation at the Fall Convocation Ceremony.

- Completion of all program requirements in the Winter Term (01) determines a student's eligibility for convocation at the Spring Convocation Ceremony.

Quarter

A division of the university academic year composed of half a term.

Section XIV: University Catalogue Definitions and Standards

University Catalogue

The University Catalogue is the University of Saskatchewan's official source of course and program information, academic calendar dates, tuition and fee information; registration and admissions policies; promotion, graduation and grading standards; and other information and services. The University Catalogue includes the Course and Program Catalogue; Academic Calendar; tuition and fee information; registration and admissions policies. Not all University of Saskatchewan policies and regulations are contained within this University Catalogue. For the most current and complete information about matters outlined in the University Catalogue, contact the relevant academic or administrative unit.

The contents of the University Catalogue are subject to continuing review and revision. The courses listed in the Course and Program Catalogue are not necessarily offered each year. The University of Saskatchewan reserves the right to remove, change or amend, at any time and without notice, the information contained in the University Catalogue, including its programs, course offerings, fee structure, policies and regulations.

The University of Saskatchewan is not liable to any person who may suffer any loss or damage of any type arising from the use of or reliance upon any information contained in the University Catalogue, any action of the University of Saskatchewan in regard to the University Catalogue, including but not limited to any amendment, addition or withdrawal to or from the information provided, or any inability to access any information contained in the University Catalogue for any reason whatsoever including technical or administrative difficulties

Catalogue Format for Programs

All programs shown in the catalogue should list all degree requirements, including specified and elective courses, required averages for graduation, and any other requirements.

Catalogue Format for Courses

The format for presenting consistent course information in all formats includes:

1. the course label (consisting of a subject code of 4 characters and a 3 digit numeric code)
2. the full title of the course (in English)
3. the course academic credit unit value
4. prerequisites (course(s) that must be completed prior to the start of the course for which registration is occurring), corequisites (course(s) that must be taken at the same time as the course for which registration is occurring), permissions and restrictions if any
5. course description of 150 words or less
6. additional information about transferability, duplication, or loss of credit

Title, label, and credit unit value identify the courses used to meet requirements for graduate and undergraduate degrees. Typically credit units are attached to these courses. Courses offered to meet either degree or certificate requirements follow the same identification system as degree-level courses.

Supplementary Material: [Academic Programs](#) at the University of Saskatchewan

Appendix: Course Level Numbering

Education Level	Course Level	Course Numbers	General Description of Courses Numbered in this Range
Community		001-009	Courses or groups of courses intended for the general public
Non-Degree		010-089	Courses intended primarily for Non-university level programs. These are appropriate for post-secondary training and may have content similar to university level courses, but do not have the breadth or depth of understanding.
Non-University			
Upper Level		090-099	Courses which do not require the matriculation level preparation generally required by most Universities as a necessary prerequisite for a first year undergraduate level course in the subject. In particular, this series of course numbers are used when a department also offers a junior level course for students with matriculation level 30 preparation (identified by a 100 number). Students should be advised that courses numbered in the 900 range may not be accepted for credit toward a degree in some programs at this or other Universities and therefore should check course descriptions and program requirements carefully.
Non-Degree			
University Degree-level	Undergraduate Junior Level	100-109	General introductory courses usually not intended as preparation for more advanced study in the subject but are designed to acquaint the student with the field of knowledge in which they do not propose to concentrate. Students should be advised that these courses may not be accepted as prerequisites for more advanced undergraduate study in the subject or as adequate preparation for entry into graduate programs and should therefore check course descriptions and program requirements carefully.

University Degree-Level	Undergraduate Junior Level	110-199	All other courses offered for junior undergraduate level credit. These are usually accepted toward meeting introductory-level program requirements and are usually used as prerequisites to senior-level courses.
University Degree-Level	Undergraduate Senior Level	200-699	Courses intended for an advanced level of study. In some non-direct entry programs, the first digit will indicate the year of the program for which the course has been designed. For example, first year program courses will be numbered 200-299, second year program courses 300-399, etc. Post-Baccalaureate Certificate programs would typically use 500-699 course numbers.
University Degree-Level	Graduate Junior Level	700-799	A graduate course which has a significant amount of content on the undergraduate level should be numbered on the 700 level. A 700-level designation does not suggest that students taking the course are unprepared for the program in which they are registered; it only indicates that they lack the normally expected undergraduate preparation in the subject area of the course itself.
University Degree-Level	Graduate Senior Level	800-899	A course which may be taken only by students who have completed the undergraduate level preparation generally expected for a graduate level in the subject.
		990-999	Graduate Seminars, Projects, Theses, Exhibitions

- [Contacts](#)

- _____
- _____

[University of Saskatchewan](#)

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

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: March 17, 2022

SUBJECT: **Change to Academic Calendar 2022-23**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of February 16, 2022, the Academic Programs Committee received a request from the College of Nursing to adjust the start and end dates for their Bachelor of Science in Nursing and Post Degree Bachelor of Science in Nursing programs, to reflect a request from the Government of Saskatchewan that they increase their enrolment. The additional days are needed to ensure clinical placement opportunities for students.

APC reviewed this request and sought additional clarification about the proposed changes. The committee voted electronically and approved the following motion on February 28, 2022

It is recommended that the Academic Programs Committee approve the proposed changes to the Academic Calendar 2022-23, effective immediately.

ATTACHMENTS:

1. College of Nursing proposed changes to the Academic Calendar 2022-23



MEMORANDUM

TO: Academic Programs Committee

FROM: Dr. Hope Bilinski RN, PhD, Associate Dean, Academic

DATE: January 24, 2022 **updated**

RE: College of Nursing Academic Calendar changes

Due to increasing restrictions placed on our students in their clinical placements and the recent government request to increase BSN enrollment to meet the growing demand for registered nurses, we are requesting extensions into the exam period of each semester in Years 2, 3, & 4. These additional days are essential in ensuring all students complete their clinical hours during the term and progress throughout the program and onto graduation in a timely manner.

This request has been made in consultation with College leadership.

The extension means:

Term 1 – September 1 to December 11, Fall exams begin December 12, 2022

Term 2 – January 4 to April 11, Winter exams begin April 12, 2023

Term 3 - May 1 to July 9, 2023

From

Wed. Dec. 7, 2022

Last day of Fall Term classes for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

To

Wed. Dec. 7, 2022

Last day of Fall Term classes for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nursing, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

From

Thu. Dec. 8, 2022

Fall Term final examinations, including night class examinations, begin for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

To

Thu. Dec. 8, 2022

Fall Term final examinations, including night class examinations, begin for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nursing, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

To (new)

Sunday December 11, 2022

Last day of Fall term classes Nursing Year 2, 3, 4.

To (new)

Mon. Dec. 12, 2022

First day of Fall Term examinations for Nursing Year 2, 3, 4

From

Wed. April 5, 2023

Last day of Winter term and Multi-term classes for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

To

Wed. April 5, 2023

Last day of Winter term and Multi-term classes for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nursing, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

From

Mon. Apr.10, 2023

First day of Winter term and Multi-term examinations for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

To

Mon. Apr.10, 2023

First day of Winter term and Multi-term examinations for most colleges except for Dentistry, Engineering (Year1), Law, Medicine, Nursing, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine

To (new)

Tues. Apr.11, 2023

Last day of Winter term classes Nursing Year 2, 3, 4.

To (new)

Wed. Apr.12, 2023

First day of Winter Term examinations for Nursing Year 2,3,4

~~To (new)~~ (please do not add this section in)

~~Mon. Apr.24, 2023~~

~~Last day of classes for 4 year BSN Year 2~~

DELETE:

Mon. May 1, 2023 Post-Degree BSN Orientation (as PDBSN is no longer starting at this time)

FROM:

Mon. May 1, 2023 First day of classes for Nursing Year 2, Year 3 and PDBSN

TO:

Mon. May 1, 2023 First day of classes for Nursing Year 2 and 3 (remove PDBSN)

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: March 17, 2022

SUBJECT: **Dean of Dentistry Search Committee nominations**

DECISION REQUESTED:
(Jones/Lamb): It is recommended that Council approve the nomination of Dr. Marilyn Baetz, Department of Psychiatry, to the search committee for the Dean of Dentistry effective immediately.

DISCUSSION SUMMARY:

The Nominations Committee met on March 1, 2022, to consider the nomination of a senior leader member of the General Academic Assembly (GAA) to the search committee for the Dean of Dentistry.

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. The committee then discusses who may be interested and willing to serve on different university search and review committees.

The committee recommends Dr. Marilyn Baetz, Professor of Psychiatry, and Vice Dean, Faculty Engagement in the College of Medicine to the Dean of Dentistry search committee.

REFERENCES/ATTACHMENTS:

Board-approved Search and Review Committee Procedures:

<https://governance.usask.ca/documents/governing/search-review.pdf>

**UNIVERSITY COUNCIL
PPC/TLARC/RS AW COMMITTEES
REPORT FOR INFORMATION**

PRESENTED BY: Baljit Singh, Vice President Research

DATE OF MEETING: March 17, 2022

SUBJECT: Signature Areas of Research

COUNCIL ACTION: For Information Only

SUMMARY:

Background and Process

USask has had 6 Signature Areas of Research since 2011: Agriculture, Indigenous Peoples, Water, One Health, Synchrotron Sciences, Energy and Minerals.

With the arrival of a new Provost and VPR, both were interested in listening and learning to what USask community had to say about Signature Areas of Research. As such, the VPR and Provost have been the executive sponsors of the Signature Areas Renewal process since May 2021.

A series of 9 public forums were held in Spring 2021 with 600+ participants: one forum was held for each Signature Area where the strengths and weakness of that particular Signature Area were discussed in small group format, as well as general comments about the research ecosystem at USask.

An **Advisory Circle** was formed to review the feedback from those forums, and the Circle submitted a report with its analysis and recommendations that is publicly available on the project website https://vpresearch.usask.ca/documents/initiatives/sa-renewal/sa-ac_final-report_july-30_2021.pdf

A **Steering Committee** was appointed, co-chaired by VPR and Provost and VPA. The Committee was constituted with 3 deans, 1 ED, 1 Centre Director, former chair of UC and current chair of RSAW and two members from outside USask. The Steering Committee put out an open call for pitches for new/revised signature areas.

Sixteen pitch ideas were heard in Sept-Oct and the Steering Committee has deliberated on those pitches. The pitch sessions were open to the campus community (live and in a recorded format) and feedback on them was invited via a survey.

In December, pitch proponents were invited to consider further synergies and collaborations among the existing pitches, which has resulted in some coming together of pitches, but not in all

cases. The Steering Committee made its recommendations to the co-chairs at the end of January 2022.

Existing signature areas will be reviewed via a process yet to be determined in 2024.

All relevant information, including Advisory Circle Report, original pitches and executive summaries for those pitches, and Terms of reference for the committees can be found:

<https://vpresearch.usask.ca/initiatives/signature-areas-renewal.php>

Three new signature areas of research for USask were announced February 16, 2022:

- **Communities and Sustainability** (proponent leads: Doug Clark, Marc-Andre Pigeon)
- **Health and Wellness** (proponent leads: John Gordon, Alexandra King, Sylvia Abonyi, Jennifer Lang, Dean McNeill, Nazeem Muhajarine, Cory Neudorf, Thilina Bandara, Ulrich Teucher, Avi Akkerman, Laura Wright)
- **Quantum Innovation** (proponent lead: Steven Rayan)

This announcement was made on an auspicious day, as Dr. Alexandra King – one of the pitch proponents — pointed out. Sharing the news on Feb. 16, at the time of the full moon that many Indigenous people know as the Bear Moon. This is a time for the visioning of a new and different future, guided by a harmonious relationship with the animal and other spirits who live with us on Mother Earth. We are pleased to connect with the academy with this in mind.

USask's six current signature areas — Agriculture, Energy and Mineral Resources, Indigenous Peoples, Synchrotron Sciences, One Health and Water Security — were selected a decade ago after a campus-wide consultation process.

These will remain, although Water Security (proponent lead: Jay Famiglietti) and Energy and Mineral Resources (proponent leads: Terry Fonstad, Bram Noble, Andrew Grosvenor and Greg Poelzer) will undergo updates based on pitches presented in the process. The other four areas will be reviewed in 2024-2025 academic year.

ATTACHMENTS:

Appendix 1: Listing of Signature Area Pitches and Proponents, 2021

Name of Pitch (as of Oct 1, 2021)	Proponents
Analytics: Leveraging Data for Innovation	Kevin Stanley Kevin Schneider
Arts and Well-being	Jennifer Lang Dean McNeill
Climate Change, Care and Health	Ulrich Teucher
Communities and Sustainability	Marc-Andre Pigeon Doug Clark
Energy Security	Terry Fonstad, Greg Poelzer, Bram Noble
Healthy Sask, Healthy World: Origins of Disease	Alexandra King John Gordon Sylvia Abonyi
Household and Population Growth	Avi Akkerman
Population and Public Health	Nazeem Muhajarine Cory Neudorf Thilina Bandera
Publicly Engaged Scholarship	Jim Waldram
Quantum Innovation	Steven Rayan
Science and Society	Alastair MacFadden
Smart Sensors	Sven Achenbach
Story-telling and Knowledge	Shannon Blanchet Kenneth Mackenzie Alastair MacFadden
Stewardship of Nuclear Resources for Research, Development and Training	Andrew Grosvenor
Social Responsibility and Social and Environmental Justice	Harley Dickenson
Water Health, Equity, Access, Security and Sustainability of our Planet's Freshwater Resources	Jay Familigetti

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

Focus

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

What excelling would look like:

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

Transcending Boundaries: Connecting Approaches for Innovation Solutions

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

What excelling would look like:

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

Research, Scholarly and Artistic Strength

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

What excelling would look like:

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

Indigenization

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

What excelling would look like:

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

Equity, Diversity and Inclusion

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

What excelling would look like:

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

Meaningful Impact

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

What excelling would look like:

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

Sustainability

- Extent to which the proposal is sustainable

What excelling would look like:

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

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

PRESENTED BY: Baljit Singh, Vice President Research

DATE OF MEETING: March 17, 2022

SUBJECT: Signature Areas of Research Support Strategy

DECISION REQUESTED:

Motions to be submitted April 21, 2022

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

CONTEXT:

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

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

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

Revised Definition of Signature Areas of Research

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

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

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

DISCUSSION SUMMARY:

Support Strategy for Signature Areas of Research

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

A. Leadership

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

B. Resourcing

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

C. Assessment

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

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

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

FURTHER ACTION REQUIRED:

ATTACHMENTS:

Appendix 1: Overview of Engagements and Consultations

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

Appendix 1: Overview of Engagements and Consultations

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

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

*planned engagements and consultations; not yet completed

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

Focus

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

What excelling would look like:

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

Transcending Boundaries: Connecting Approaches for Innovation Solutions

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

What excelling would look like:

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

Research, Scholarly and Artistic Strength

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

What excelling would look like:

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

Indigenization

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

What excelling would look like:

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

Equity, Diversity and Inclusion

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

What excelling would look like:

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

Meaningful Impact

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

What excelling would look like:

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

Sustainability

- Extent to which the proposal is sustainable

What excelling would look like:

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

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: March 17, 2022

SUBJECT: Revisions to Council Bylaws

COUNCIL ACTION: Notice of Motion

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

SUMMARY:

On March 1, 2022, the Nominations Committee of Council considered draft revisions to the Council Bylaws (2021) as they pertain to nominations processes for Council committees and other USask committees where faculty membership is requested (Appendix A, points 1-4; 8-12). Following some minor revisions, the committee recommended the Bylaws changes to the Governance Committee.

On March 8, 2022, the Governance Committee considered the proposed revisions to the Council Bylaws as submitted by the Nominations Committee. They also considered updates to their own Terms of Reference regarding the committee's role in considering University policies, conflict of interest, and requirements for making minor updates to the Bylaws on an annual basis.

Two other revisions are suggested. The option of appointing 'a designate' for the Provost and Vice President Academic's *ex officio* membership on faculty councils was added. The names of the Indigenous Law Centre and the Indigenous Law Students' Association were also updated at the recommendation of the Faculty Council of the College of Law.

These recommended revisions to the Council Bylaws (Attachment B) are presented as a notice of motion. Upon receipt of any feedback on the proposed revisions, they will be presented to Council as a request for decision on April 21, 2022.

ATTACHMENTS:

- A. Summary List of Proposed Council Bylaws Revisions
- B. Draft Updates to University Council Bylaws (with tracked changes)

Appendix A – Summary List of Proposed Council Bylaws Revisions

COUNCIL BYLAWS: PROPOSED REVISIONS			
Submitted to University Council as Notice of Motion March 17, 2022			
No.	Page	Section	Rationale
1	10	Part One IV.1(d)	The Bylaws are silent on appointment of committee vice chairs. This statement acknowledges the role of vice chairs and reflects current practice.
2	10	Part One IV.1(e)	Adding EDI to nominations requirements
3	11	Part One IV.1(k)	With a required 3-year term on a committee, if there are no GAA vacancies, the former Council member stays on the committee. This results in too many GAA members on the committee, contravening the Terms of Reference. Instead, the Nominations Committee will determine the length of the term to match the Council member's term and Council vacancy on the committee.
4	11	Part One IV.1(m)	Same as Part One IV.1(k). Adding caveat that this does not apply to the Nominations and Governance Committees, whose members may only be Council members.
5	13	Part One V.1(c)	Sessional lecturers are sometimes also staff. This creates a conflict of interest for staff members (but not faculty), who do not have a decision-making role in academic governance.
6	17	Part Two II.11	There are many University Policies within the purview of Council, and/or jointly in the purview of Board, Senate, and Council (e.g., Living Our Values, EDI). The responsibility for review and recommendations of policies within Council's purview is not delegated to a Council Committee. Except research integrity and ethics with RSAW, and academic programs with APC. This responsibility fits with the Governance Committee and should be specified.
7	17	Part Two II.12	Syntactical and technical corrections come about regularly. Council should deal with these systematically and efficiently. Once annually is appropriate, unless there is time sensitivity, hence "or as needed".
8	19	Part Two IV.1&2	Adding acronym for GAA and adding nominating GAA members to committees, as this is part of the role, e.g., Search & Review Committees.
9	19	Part Two IV.8	Specifying representatives of Council committees only.
10	20	Part Two IV.8(f)	Same as Part One IV.1(k) and (m)
11	20	Part Two IV.8(g)	This is a current practice but is not specified anywhere in the Bylaws. Other than Part One III.4(e)(ii) page 8, where members who are unable to attend Council meetings for more than 6 months during their term creates a vacancy. This implies that it should apply to committee service as well, but it is not spelled out. However, it should not be a requirement, only an option.
12	20	Part Two IV.8(i)	Part One IV.1(e), adding EDI to the nominations requirements.
13	35	Part Three V.1.A(b)	Add "or designate" option for the Provost on Faculty Council memberships
14	39	Part Three V.1.B, Law (p)(q)(t)	Change "Native" Law Centre to "Indigenous" Law Centre, which was approved by Council in 2019; and "Aboriginal" to "Indigenous" Law Students' Association per Law Faculty Council February 14, 2022.



Council Bylaws and Regulations

April 15, 1999 with revisions: September 1999; October 2000; May, September 2001; February, March, June, October, November, December 2002; February, May, June, Sept. 2003; January, May, June, September 2004; January, February, April, June, September 2006; January, May, June, October, December 2007; March, June, October 2008; February, March 2009; May, October 2010; January, February, May, June 2011; March, June, September 2012; January, April, June, December 2013; June, December 2014; January, February, March, May, September 2015; January, February, April, May, November 2016; February, March, August, November, December 2017; April, May, July 2018; September, December 2019; February 2020; May, June, November, 2020; January, October, November 2021; April 2022

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PART ONE

I. CONSTITUTIONAL POWERS AND DUTIES OF COUNCIL

The University of Saskatchewan Act, 1995, S.S. 1995, c. U-6.1 prescribes the constitution, powers, and duties of Council. Section 60 of the Act provides that Council is responsible for "overseeing and directing the university's academic affairs." Section 61 provides a list of specific matters that fall within the jurisdiction of Council.¹ These include the following: (the list is not exhaustive)

- grant academic degrees, diplomas and certificates of proficiency;
- grant scholarships, prizes, fellowships, bursaries and exhibitions;
- authorize the Board on academic grounds to establish or disestablish a college, school, department, chair or institute;
- authorize the Board on academic grounds to provide for or to dissolve affiliation or federation with another educational institution;
- prescribe curricula, programs of instruction and courses of study;
- prescribe methods and rules for evaluating student performance;
- discipline students for academic dishonesty;
- prescribing academic and other qualifications for admission;
- hear appeals by students or former students concerning academic decisions affecting them;
- prescribe the number of students to be admitted to a college or program;
- review library policies;
- review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or the Board;
- exercise power that the Board or Senate may delegate to it;
- appoint members to committees composed of members of Council and any or all of the Board, the Senate and the General Academic Assembly;
- make bylaws governing election of members;
- make bylaws respecting any matter over which it has jurisdiction;
- make recommendations to the President, the Board or Senate respecting any matter that Council considers to be in the interests of the University;
- do anything that it considers necessary, incidental or conducive to the exercise of its powers to promote the best interests of the University or to carry out the purposes of the Act.

¹ The exercise of some of these powers is subject to review by the General Academic Assembly and, in some cases, involves the Board of Governors or the Senate.

II. ELECTION OF FACULTY MEMBERS TO COUNCIL

1. The University Secretary will oversee the call for nominations and election of members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.
2. The Act defines a faculty member as “a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian.”
3. A faculty member may choose to stand for election under one of the following sections:
 - (a) Section 53(2)(b), [53(2)(d) - in the case of Librarian]

“one faculty member representing each college or affiliated and federated college who is a member of the college and who has been elected by the members of the college;”
 - (b) Section 53(2)(c), [53(2)(e) - in the case of Librarian]

“one representative, in addition to the member mentioned in clause (b), representing each college or affiliated and federated college who is either:

 - (i) the Dean of the college, or a member of the college, who has been elected by the members of the college; or
 - (ii) if there is no election, the Dean of the college;”
 - (c) Section 53(2)(i)

“54 faculty members who have been elected by faculty members.”
4. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
5. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters for positions referenced in sections 53(2)b, c, d, e, and i.
6. If there is a nomination or nominations under section 53(2)(c), or 53(2)(e), the Dean of the college or Dean, University Library, as the case may be, will be so informed and asked if they wish to stand for election under this section.
7. In the event that insufficient nominations are received for faculty members at large under Section 53(2)(i) to fill the vacant positions, then those nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.

8. In the event that insufficient nominations are received to fill the vacant positions for faculty members at large under Section 53(2)(i) following a second call for nominations, the Nominations Committee of Council will be asked to nominate faculty members to fill the vacant positions for a one-year term.
9. In the event that no nominations are received by the deadline for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then a second call for nominations will be sent.
10. If after two calls for nominations no candidate comes forward for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then the Dean or the college committee charged with nominations will be asked to ensure that a candidate is nominated. The Secretary will run the election in the event that more than one nominee comes forward for a position from that process.
11. In the event that two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.
12. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.
13. A vacancy on Council for a college representative under Section 53 (2) (b) or (c), a Librarian under Section 53 (2) (d) or (3) or a faculty member under Section 53 (2) (i) shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election.

III. PROCEDURAL BYLAWS OF COUNCIL

1. Quorum for Meetings

- (a) The quorum for regular and special meetings will be 40%.

2. The Duties of Chair and Vice-Chair

- (a) The duties of the Chair will be carried out by the Vice-Chair when, for any reason, the Chair is unable to discharge these duties.
- (b) If the Vice-Chair is required to act as Chair for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-Chair until the Vice-Chair is able to resume the position of Vice-Chair.
- (c) If the Chair, the Vice-Chair and the acting Vice-Chair are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.

- (d) The Chair will preside over all meetings of Council. The Chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- (e) The Chair will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.
- (f) The Chair will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.
- (g) The Chair may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chair.
- (h) The Chair will be the spokesperson for Council in communications with the Board, the Senate, the General Academic Assembly and the public. In this respect, the role of the Chair is to explain the activities and to communicate the policies of Council.

3. Selection and Removal of the Chair and Vice-Chair

- (a) The Chair and Vice-Chair will be selected as hereinafter provided.
- (b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.
- (c) A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.
- (d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.
- (e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Nominations Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.
- (f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee will select the Chair by lot.
- (g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to

nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.

- (h) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.
- (i) The Chair and Vice-Chair will normally hold office for a period of 2 years.
- (j) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.
- (k) If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

4. Council Membership

- (a) Annual elections for Council will be completed by March 31.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a Dean, the acting Dean or a new Dean appointed during the term of the incumbent Dean will occupy the position of Dean with voice and vote until the expiration of the incumbent Dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
 - (i) a member resigns from Council or ceases to be an employee of the University, or
 - (ii) a member is unavailable to attend meetings of Council for a period of greater than six months during their term.
- (f) All Council members, other than *ex officio* members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

5. Council Meetings

- (a) Council meetings will be open except when Council decides to have them closed.

- (b) Council will meet monthly during the academic term (September - June) except in February. The Chair can call a meeting during a month when a meeting is not normally scheduled.
- (c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair.
- (d) Special meetings of Council can be called by the Chair or by petition of 20% of the members of Council.
- (e) A motion to amend the Bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in Bylaws (e) and (h), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chair.
- (g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
- (i) In the event of an emergency situation as declared jointly by the President and Chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in *Procedures for Meetings and Organizations, Third Edition by Kerr and King*.
- (k) Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

IV. THE COMMITTEES OF COUNCIL

1. Creation and Composition of Council Committees

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council

members.² Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.

- (b) The committees specified in Part Two of these Bylaws are created as standing committees.
- (c) The Governance Committee will nominate the members and Chair of the Nominations Committee.
- (d) The Nominations Committee will nominate members, including the Chairs, of Council committees. Chairs of Council committees will appoint their vice chairs. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (e) The Nominations Committee will present its nominations to Council at the May meeting and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus, as well as equity, diversity and inclusion (EDI). It will review the names of potential nominees submitted by faculty, Department Heads and Deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees that have received nominations exceeding the available positions. The ballot will be prepared and distributed by the University Secretary. The ballot will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.

- (f) The President and the Chair of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting.

² The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

- (g) An *ex officio* member may designate an individual to serve in their place on a committee of Council with the same powers as the designator. Such designations shall last for twelve months and are subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in their place. To initiate the designation, the *ex officio* member will inform the Chair of Council and the Chair of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.
- (h) The USSU and GSA will name their appointees to Council committees for the year from May 1 to April 30.
- (i) Resource personnel and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.
- (j) Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.
- (k) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee to ensure regular turnover on Council committees. Terms are renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chair will be one year, renewable annually for up to two additional one-year terms. Once the Chair has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chair of that same committee. The renewal of the Chair is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex officio* members of a committee.
- (l) The terms of student and Sessional Lecturer members will be one year.
- (m) When a committee member is appointed as a member of Council, if there is a GAA vacancy on said committee their term ~~will can on the committee be completed even may be completed~~ if they cease to be a member of Council provided they are and remain a faculty member, at the discretion of the Nominations Committee. This excludes the Nominations Committee and the Governance Committee, whose membership is restricted to Council members.
- (n) In the event of a vacancy on a Council committee, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee as specified in Part Two of the bylaw is maintained.

2. Committee Responsibilities

- (a) The responsibilities of the standing committees are set out in Part Two of this document.

- (b) All standing committees will meet and report to Council at least once each academic year.
- (c) Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.
- (d) The quorum for standing committee meetings is a majority of the voting members. The quorum for the Nominations Committee is two-thirds of the voting members.
- (e) Unless a motion of Council specifically provides otherwise, all recommendations of committees will be brought to Council for approval or change. Generally, committee recommendations are presented to Council in the form of reports.
- (f) Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that Council considers to be in the interests of the University. A matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.
- (g) The constitutional structure of the University provides for shared jurisdiction over matters. Consequently, it may be necessary for the President, acting as the chief administrator of the University, or the Board to seek the advice or assistance of a Council committee with respect to a particular matter. The power of a committee to provide advice or assistance to the President or the Board is specified in Part Two of these Bylaws or will be given by Council. The advice and assistance will not contradict or conflict with the Bylaws of Council.
- (h) A committee that provides advice and assistance pursuant to clause (f) will report to Council the general nature of the advice. However, the Committee need not report to Council on matters the disclosure of which would be inimical to the interests of the University. These matters will be disclosed to the governance committee at the request of the Chair of Council.

V. CONFLICT OF INTEREST

1. Council Proceedings

- (a) It is necessary to distinguish between the roles of the “representative” members of Council, on the one hand, and the “at large” and *ex officio* members, on the other, with respect to their obligations to bring pertinent information to Council or to committees of Council and to report back to their constituents. However, there is no distinction with respect to the exercise of judgment and decision-making in Council meetings and in deliberations of a committee of Council. *Members of Council and members of committees of Council will have as their principal concern the welfare of the University community.* They will exercise independent judgment and may not act as agents of any person or organization.
- (b) There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before Council. However, a Council member

who has a conflict of interest with respect to a matter that comes before Council will disclose the conflict when speaking on the matter in Council proceedings.

2. Committees of Council

- (a) A member of a committee of Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest.

~~(b)~~ A member of a committee will disclose and identify any conflict of interest or perceived conflict of interest affecting that member.

~~(b)(c)~~ Sessional Lecturer members cannot also be full-time employees in another bargaining unit

~~(e)(d)~~ A member of a committee will abstain from voting in committee proceedings on matters on which they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.

~~(e)(e)~~ The Chair or a member of a committee will be entitled to raise the question of whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.

~~(e)(f)~~ The Chair or a member of a committee is entitled to ask another member who has or is perceived to have a conflict of interest to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

~~(f)(g)~~ If a request referred to in paragraph (e) to withdraw from the deliberations of the committee or to refrain from voting on a matter before the committee is denied by the member to whom the request is directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

3. Conflict of Interest Defined

A conflict of interest exists for a member of Council or a member of a Council committee when, with respect to a matter being considered by Council or the committee:

- (a) the decision being made is such that the member could not reasonably be expected to exercise independent judgment because of the effect the decision would or would be likely to have on the member or a person closely related or closely associated with the member; or
- (b) as a result of occupying a position or holding an office in an organization, the person is legally obligated to subordinate the interests of the University to the interests of the organization when dealing with the matter.

PART TWO

COUNCIL COMMITTEES

I. ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio

Vice-Provost, Teaching, Learning, and Student Experience

University Registrar

Vice-President, Finance & Resources or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

Assistant Vice-Provost, Strategic Enrolment Management

Associate Provost, Institutional Planning and Assessment

Associate Registrar, Academic

Committee Coordination

Governance Office

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit

responsible for the administration of an academic program, and forwarding recommendations to the planning and priorities committee.

- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

II. GOVERNANCE COMMITTEE

Membership

Three elected members of Council, one of whom will be Chair
President's designate
Chair of Council
Chair, Academic Programs Committee of Council
Chair, Planning and Priorities Committee of Council

Ex Officio (non-voting)

University Secretary

Student members (non-voting)

One graduate student appointed by the GSA
USSU President or designate

Committee Coordination

Governance Office

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating Council members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 10) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

- 11) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.
- 12) Submitting ~~To~~ annually (or as needed) ~~approve~~ submit to University Council -syntactical or technical corrections to the Bylaws (e.g., position titles) ~~to the University Council Bylaws and report them to Council for information for approval.~~

III. EXECUTIVE COMMITTEE

Membership

Chair of Council, who shall be Chair
Vice-Chair of Council
Chairs of Council Committees

Committee Coordination Governance Office

The Executive Committee is responsible for:

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Strategic Executive Subcommittee

Membership:

- Chair of University Council (chair)
- Chairs of the Research, Scholarly, and Artistic Work, Planning and Priorities and Academic Programs Committees of Council
- Provost & Vice-President Academic
- Associate Provost, Institutional Planning and Assessment
- Vice-President, Finance and Resources
- Other individuals, including Council chairs, Council members, and members of the University administration can be invited as guests, as required
- Governance Office

This Subcommittee will meet a minimum of 2 times per year, or otherwise as needed.

This Subcommittee will consider the development of strategic academic initiatives in support of the University Plan. This Subcommittee will facilitate communication channels in this context, and provide advice and counsel on the progress of these initiatives through Council oversight.

IV. NOMINATIONS COMMITTEE

Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)

President

Chair of Council

Committee Coordination

Governance Office

The Nominations Committee is responsible for:

- 1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council or the GAA to serve on other committees on which Council representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council committees as required.
- 5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 6) Nominating individuals to serve on search and review committees for senior administrators.
- 7) Advising the University Secretary on matters relating to Council elections.
- 8) Designating individuals to act as representatives of the a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Note: (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

- (b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

Commented [A1]: This is needed for Search and Review Committees, and others as requested

Commented [A2R1]: We get lists of new Sessional Lecturers in December for T2

Commented [A3]: Should these nominations occur in the Fall given the need for most recent membership lists?

Commented [A4]: There has been a practice/understanding that senior leaders, i.e. AD and up should not be selected as chairs of Council or Council committees. Should this be stated in the Bylaws?

Commented [A5R4]: I think it would be useful to formalize this practice in the Bylaws

- (c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.
- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The Nominations Committee will ~~attempt to~~ solicit nominations widely from Council and the General Academic Assembly.

~~—(f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider -ensure regular turnover,- the composition of committee membership, and the alignment of Council terms.~~

~~on Council committees.~~

~~—(g) When a member of Council is appointed to a Council committee, the term of membership on the Council committee will can be completed even if the individual ceases to be a member of Council provided the member is and remains a faculty member, and only if there is a GAA vacancy on said committee. This proviso excludesdoes not apply to the Nominations and Governance committees, whose memberships are comprised only of Council membersfor which membership is restricted to members of Council.~~

~~(ghg) The Nominations Committee will nominate term replacements for Council members taking sabbatical, and administrative or other leaves of greater than one year or greater, equivalent to the length of the leave. Council members going on sabbatical or administrative leave of greater than six months in the final year of their term on Council may choose to take a leave from their Council position and complete the three-year term upon return from their leave, or to resign from their Council position.~~

~~(hi) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.~~

~~(iih) In nominating individuals to Council and other university committees, the Nominations Committee will strive to achieve a balance of equity, diversity, and inclusion. To the extent possible, considerations will be given to equity inin representation.~~

V. PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by Council

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One Sessional Lecturer

Ex Officio Members

Provost and Vice-President, Academic or designate

Vice-President, Finance & Resources or designate

Vice-President, Research or designate

Vice-Provost, Indigenous Engagement

President (non-voting member)

Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

Deputy Provost

Director of Resource Allocation and Planning

Director of Assessment and Analytics

Chief Information Officer and Associate Vice-President Information and Communications Technology

Executive Director, International – Office of the Vice President Research

Committee Coordination

Governance Office

The Planning and Priorities Committee (PPC) is responsible for:

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2) Evaluating college and unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.
- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Undertaking the review and recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.

- 7) Undertaking the review and recommending to Council on the establishment, disestablishment, or review of any institute or centre at the University in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.
- 8) Undertaking the review and recommending to Council on proposed or continuing affiliation or federation of other institutions with the University, in consultation with the Academic Programs Committee.
- 9) Balancing academic and fiscal concerns in forming its recommendations.
- 10) Providing advice to the President on budgetary implications of government funding requests and reporting to Council.
- 11) Considering the main elements of the comprehensive budget and financial reports and reporting to Council.
- 12) Integrating and recommending to Council on matters referred to it from other Council committees.
- 13) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time-to-time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.
- 14) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 15) Proactively supporting equity, diversity, and inclusion in all processes and matters coming before the Committee.

Centres Subcommittee

The mandate of the PPC Standing Subcommittee on Centres is:

- To facilitate the creation of new centres
- To monitor adherence to the Centres Policy
- To develop and review the Centres Policy and Guidelines
- To oversee the establishment and disestablishment of centres
- To maintain a list of active centres
- To report on and bring recommendations on these issues to PPC

Membership on this Subcommittee will be drawn from the Academic Programs, Planning and Priorities, and Research, Scholarly and Artistic Works Committees of Council, the offices of the provost, vice-president finance, and vice-president research, centre directors, and will be supported by the Governance Office.

VI. RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.
One of the nine members will be an Assistant or Associate Dean with responsibility for research.
One undergraduate student appointed by the USSU
One graduate student appointed by the GSA

Ex Officio

Vice-President, Research
Dean of the College of Graduate and Postdoctoral Studies
Dean of the University Library (or designate)
President (non-voting member)
Chair of Council (non-voting member)

Resource Members (non-voting)

Director, Research Services and Ethics
Director, Strategic Research Initiatives

Committee Coordination

Governance Office

The Research, Scholarly, and Artistic Work Committee is responsible for oversight of research, scholarly, and artistic activity at the University, as academic activities under Council's purview. It is responsible for:

- 1) Recommending to Council on issues and strategies to support research, scholarly, and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly, and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President, Research on community engagement and knowledge translation activities related to research, scholarly, and artistic work.
- 4) Providing advice to the Vice-President, Research and reporting to Council on issues relating to the granting agencies that provide funding to the University.
- 5) Providing advice to the Vice-President, Research, the Vice-Provost, Teaching, Learning, and Student Experience, and the Dean of the College of Graduate and Postdoctoral Studies on the contributions of undergraduate and graduate students and postdoctoral fellows to the research activity of the University.
- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly, or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.

- 7) Receiving an annual reports from the Vice-President, Research and the Dean of College of Graduate and Post-Doctoral Studies.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.
- 9) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

VII. SCHOLARSHIPS AND AWARDS COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Vice-President, Academic of the USSU

Vice-President, Finance of the GSA

An Indigenous representative from the Aboriginal Students' Centre or a college undergraduate affairs office.

Ex Officio

Provost and Vice-President, Academic or designate

Dean of the College of Graduate and Postdoctoral Studies or designate

Vice-Provost, Teaching, Learning, and Student Experience or designate

Vice-President, University Relations or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Personnel (non-voting)

Director of Graduate Awards and Scholarships

Director of Finance and Trusts, University Relations

University Registrar

Associate Registrar (Bursar)

Committee Coordination

Office of the Registrar

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships, and bursaries that are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

VIII. TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Indigenous teaching and learning. Normally one of the five members of Council will be appointed Chair of the Committee.

One Sessional Lecturer

One graduate student appointed by the GSA

One undergraduate student appointed by the USSU

Vice-Provost, Teaching, Learning, and Student Experience

Resource Personnel (non-voting)

Chief Information Officer and Associate Vice-President, Information and Communications Technology

Dean, University Library

Director, Distance Education Unit

Director, Gwenna Moss Centre for Teaching and Learning

Director, Academic Technology

Director, Indigenous Initiatives

Committee Coordination

Office of the Vice-Provost, Teaching, Learning, and Student Experience

The Teaching, Learning and Academic Resources committee is responsible for:

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities Committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.
- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) The Committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenous, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

IX. JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Membership

Provost & Vice-President, Academic or designate (chair)
One member of Council appointed by Council
One member of the Board of Governors appointed by the Board
One member of the Research, Scholarly and Artistic Work Committee appointed by Council;
University Secretary or designate;
Vice-President, Research or designate;
Vice-President, University Relations or designate;
Vice-President, Finance & Resources or designate

Committee Coordination

Office of the Vice-Provost, Faculty Relations

The Joint Committee on Chairs and Professorships is responsible for:

- 1) Developing and reviewing procedures and guidelines relating to the establishment, funding, and ongoing administration of chairs at the University of Saskatchewan.
- 2) Receiving and reviewing proposals for the establishment of all chairs and Professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity.
- 3) Recommending to Council the approval of proposed chairs, and subsequently recommending to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time-to-time.
- 4) Receiving notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*.
- 5) Submitting an annual report to Council and the Board on the activities of the Joint Committee on Chairs and Professorships.

PART THREE

COUNCIL REGULATIONS

INTRODUCTION

Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under *The University of Saskatchewan Act, 1995*, (hereinafter referred to as “the Act”), the authority over these academic regulations was transferred to Council.

Specific instances where procedures are mandated by the Act are identified.

I. DEGREES, DIPLOMAS AND CERTIFICATES

1. (a) The following degrees are authorized by Council to be granted by the University:

Graduate Level

Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)
Master of Agriculture (M.Agr.)
Master of Arts (M.A.)
Master of Business Administration (M.B.A.)
Master of Education (M.Ed.)
Master of Engineering (M.Eng.)
Master of Environment and Sustainability (M.E.S.)
Master of Fine Arts (M.F.A.)
Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)
Master of International Public Management and Administration (M.I.P.M.A.)
Master of Laws (LL.M.)
Master of Mathematics (M.Math.)
Master of Music (M.Mus.)
Master of Northern Governance and Development (M.N.G.D.)
Master of Nursing (M.N.)
Master of Physical Therapy (M.P.T.)
Master of Professional Accounting (M.P.Acc.)
Master of Public Administration (M.P.A.)
Master of Public Health (M.P.H.)
Master of Public Policy (M.P.P.)
Master of Scholarship in Teaching and Learning (M.SoTL.)
Master of Science (M.Sc.)
Master of Sustainability (M.Ss.)
Master of Veterinary Science (M.Vet.Sc.)
Master of Water Security (M.W.S.)

Undergraduate Level

Bachelor of Arts and Science (B.A.&Sc.)
Bachelor of Arts and Science Honours (B.A.&Sc.)

Bachelor of Arts Three-year (B.A.)
Bachelor of Arts Four-year (B.A.)
Bachelor of Arts Honours (B.A.)
Bachelor of Commerce (B.Comm.)
Bachelor of Education (B.Ed.)
Bachelor of Fine Arts Honours (B.F.A.)
Bachelor of Music (B.Mus.)
Bachelor of Music Honours (B.Mus.)
Bachelor of Music in Music Education [B.Mus.(Mus.Ed.)]
Bachelor of Science Three-year (B.Sc.)
Bachelor of Science Four-year (B.Sc.)
Bachelor of Science Honours (B.Sc.)
Bachelor of Science in Agribusiness [B.Sc.(Agbus.)]
Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)]
Bachelor of Science in Agriculture (B.S.A.)
Bachelor of Science in Animal Bioscience [B.Sc.(An.Biosc.)]
Bachelor of Science (Biomedical Science) Three-Year [B.Sc. (BMSC) Three-Year]
Bachelor of Science (Biomedical Science) Four-Year [B.Sc. (BMSC) Four-Year]
Bachelor of Science (Biomedical Science) Honours [B.Sc. (BMSC) Honours]
Bachelor of Science in Dentistry [B.Sc.(Dent.)]
Bachelor of Science in Engineering (B.E.)*
Bachelor of Science in Kinesiology [B.Sc.(Kin.)]
Bachelor of Science in Nursing (B.S.N)
Bachelor of Science in Nutrition [B.Sc.(Nutr.)]
Doctor of Dental Medicine (D.M.D.)
Doctor of Medicine (M.D.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Veterinary Medicine (D.V.M.)
Juris Doctor (J.D.)

Combined Degree

Bachelor of Science Kinesiology/Bachelor of Education Combined Degree
[B.Sc.(Kin.)/B.Ed.]

(b) The following Honorary degrees are authorized by Senate to be granted by the University:

Doctor of Civil Law, honoris causa, D.C.L.
Doctor of Laws, honoris causa - LL.D.
Doctor of Science, honoris causa - D.Sc.
Doctor of Letters, honoris causa - D.Litt.

(c) The following Degree-Level Diplomas and Certificates are authorized by Council to be granted by the University:

Degree Level Diplomas and Certificates

Graduate Level

Postgraduate Diploma
Postgraduate Degree Specialization Certificate
Graduate Certificate in Community Energy Finance and Planning
Graduate Certificate in Economic Analysis for Public Policy

Graduate Certificate in Energy Transitions
Graduate Certificate in Governance Foundations for Sustainability
Graduate Certificate in Improving Teaching and Learning in Health Professions Education
Graduate Certificate in Non-Profit Management
Graduate Certificate in One Health
Graduate Certificate in Public Management
Graduate Certificate in Public Policy Analysis
Graduate Certificate in Quality Teaching in Health Professions Education
Graduate Certificate in Rotating Small Animal Veterinary Internship
Graduate Certificate in the Scholarship of Teaching and Learning
Graduate Certificate in Social Economy and Cooperatives
Graduate Certificate in Specialty Internship in Veterinary Internship
Graduate Certificate in Sustainable Water Management
Graduate Certificate in Sustainability Solutions
Graduate Certificate in Veterinary Diagnostic Pathology
Graduate Certificate in Water Resources
Graduate Certificate in Water Science

Undergraduate Level

Aboriginal Business Administration Certificate
Aboriginal Teacher Associate Certificate
Certificate in Biological Research
Certificate in Business
Certificate in Catholic Studies
Certificate in Classical and Medieval Latin
Certificate in Computing
Certificate in Criminology and Addictions
Certificate in Early Childhood Education
Certificate in Entrepreneurship
Certificate in Ethics, Justice, and Law
Certificate in Global Health
Certificate in Global Studies
Certificate in Indigenous Governance and Politics
Certificate in Indigenous Languages
Certificate in the Study of Indigenous Storytelling
Certificate in Indigenous Studies
Certificate in Jazz
Certificate in Jewish and Christian Origins
Certificate in Medical Language
Certificate in One Health
Certificate in Politics and Law
Certificate in Practical and Applied Arts
Certificate in Professional Communication
Certificate in Secondary Technical Vocational Education
Certificate in Sustainability
Certificate in Teaching English as a Second Language
Certificate in Technological Innovation
Certificate in Urban Design
Certificate in Water Science
Certificate in wicéhtowin Theatre

Certificate of Leadership in Post-Secondary Education
Internationally Educated Teachers Certificate
Kanawayiketaytan Askiy Certificate
Post-Degree Specialization Certificate
Post-Degree Certificate in Career and Guidance Studies
Post-Degree Certificate in English as an Additional Language
Post-Degree Certificate in Education: Special Education

Diplomas

Diploma in Agribusiness
Diploma in Agronomy
Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance - K.A.I.L.G.
Kanawayihetaytan Askiy Diploma in Indigenous Resource Management – K.A.I.R.M.

- (d) The following Non-Degree Level Certificates are authorized by the Provost and Vice-president Academic to be granted by the University:

Certificate in Adult and Continuing Education
Certificate in Dental Assisting
Executive Business Administration Certificate
Certificate in English of Academic Purposes
Prairie Horticulture Certificate
Graduate Certificate in Teaching Preparation
Graduate Pathways Certificate
Graduate Professional Skills Certificate – G.P.S.C.
STEM Accelerator Certificate

- (e) The following Community Level Certificates are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Master Gardener Certificate
Certified Crop Science Consultant
Certificate in Teaching English as a Foreign Language
Certificate of Art and Design

2. Degrees, Certificates and Diplomas may be conferred at the annual meeting of Convocation or at any other meeting of Convocation. The formal admission of candidates to degrees, certificates and diplomas shall, in the absence of the Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose.
3. Degrees may be conferred upon persons in absentia.

II. CANCELLATION OF DEGREES

Council may revoke the degree or degrees, diplomas, certificates and distinctions of the university and all privileges connected therewith of any holder of the same for cause or where the conduct of the holder, in the opinion of Council and following due process under the Academic Misconduct regulations, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. Council may restore, on cause being shown, any person so deprived to the

degree, distinction or privileges previously enjoyed by that person without further examination.

III. UNIVERSITY SCHOLARSHIPS

Under section 61(1) (d) of the Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.

IV. THE ESTABLISHMENT OF COLLEGES AND DIVISIONS

1. In the University the following Colleges and Schools shall be established, namely:
 - (a) The College of Arts and Science
 - (b) The College of Agriculture and Bioresources
 - (c) The College of Law
 - (d) The College of Engineering
 - (e) The College of Pharmacy and Nutrition
 - (f) The College of Education
 - (g) The Edwards School of Business
 - (h) The College of Graduate and Postdoctoral Studies
 - (i) The College of Medicine
 - (j) The Western College of Veterinary Medicine
 - (k) The College of Dentistry
 - (l) The College of Kinesiology
 - (m) The College of Nursing
 - (n) The Johnson-Shoyama Graduate School of Public Policy
 - (o) The School of Public Health
 - (p) The School of Environment and Sustainability
2.
 - (a) Within the College of Medicine, and subject to its oversight, the following school and program shall be established:
The School of Rehabilitation Science
 - (b) Within the College of Engineering, and subject to its oversight, the following school shall be established:
The School of Professional Development, College of Engineering
3. In the University the following Departments and Divisions shall be established, and such other departments as may from time to time be authorized by the Board on the recommendation of Council:

Agriculture and Bioresources

Departments

- Animal and Poultry Science
- Agricultural and Resource Economics
- Food and Bioproduct Sciences
- Plant Sciences
- Soil Science

Arts and Science

Departments

- Archaeology and Anthropology
- Art and Art History
- Biology
- Chemistry
- Computer Science
- Drama
- Economics
- English
- Geography and Planning
- Geological Sciences
- History
- Languages, Literatures and Cultural Studies
- Linguistics
- Mathematics and Statistics
- Music
- Indigenous Studies
- Philosophy
- Physics and Engineering Physics
- Political Studies
- Psychology and Health Studies
- Sociology

Business

Departments

- Accounting
- Finance and Management Science
- Human Resources and Organizational Behaviour
- Management and Marketing

Dentistry

No departments

Education

Departments

- Curriculum Studies
- Educational Administration
- Educational Foundations
- Educational Psychology and Special Education

Engineering

Departments

- Chemical and Biological
- Civil, Geological and Environmental
- Electrical and Computer
- Mechanical

Divisions

- Division of Biomedical Engineering

Kinesiology
no departments

Law
no departments

Medicine
Departments

- Anesthesiology, Perioperative Medicine and Pain Management
- Biomedical Sciences
 - Anatomy, Physiology and Pharmacology
 - Biochemistry, Microbiology and Immunology
- Community Health and Epidemiology
- Emergency Medicine
- Family Medicine
- Medical Imaging
- Medicine
- Obstetrics and Gynecology
- Ophthalmology
- Pathology and Laboratory Medicine
- Pediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Surgery

Divisions

- Continuing Professional Development
- Division of Oncology
- Division of Social Accountability

Nursing
no departments

Pharmacy and Nutrition
Divisions

- Pharmacy
- Nutrition

Veterinary Medicine
Departments

- Large Animal Clinical Sciences
- Small Animal Clinical Sciences
- Veterinary Biomedical Sciences
- Veterinary Microbiology
- Veterinary Pathology

4. Under section 49 (1) (k) and (l) of the Act, the Board of Governors may provide for the establishment or disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council.
5. Under section 49(1) (l), the Board may provide for the disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council

on academic grounds. If the Board considers disestablishment necessary because of financial exigency, section 49 (2) requires the Board to consult with Council, and section 49 (3) restricts implementation of the decision until (a) the Board has reported the decision to Council, and (b) Council has advised the Board respecting the effect of the decision on the academic program of the university or 60 days have passed from the date the Board reported the decision to the Council, whichever is earlier.

6. Under section 62 (3) (c), a decision of Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
7. Under section 23 (j), Senate may receive proposals respecting the establishment of any college, school, department or institute and recommend to the Board and the Council whether or not it should be established. Under section 23(l), Senate may consider and recommend to the Board and the Council whether or not any college, school, department or institute should be disestablished because of lack of relevance to the province.

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-President, Academic* or designate
- (c) The Vice-President, Research*
- (d) The Vice-President, Finance and Resources*
- (e) The Vice-President, University Relations*
- (f) The Vice-Provost, Teaching, Learning, and Student Experience*
- (g) The Vice-Provost, Indigenous Engagement*
- (h) Chief Information Officer and Associate Vice-President Information and Communications Technology*
- (i) The Dean of the college, or the Executive Director of the school, when the school is not encompassed within a college
- (j) The Dean of the College of Graduate and Postdoctoral Studies or designate
- (k) The Dean of the University Library or designate*
- (l) The University Secretary or designate*
- (m) The University Registrar or designate*
- (n) Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*
- (p) Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the college of...

B. The Faculty Councils shall be comprised as follows:

Faculty Council of the College of Agriculture and Bioresources

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Agriculture and Bioresources;
- (q) Faculty members of other colleges holding a position as Associate Member in a constituent department of the College of Agriculture and Bioresources;
- (r) Chemical and Biological Engineering (2), Biology (2), Chemistry (1), Business (2), Economics (1); Geography (1), Microbiology and Immunology (1), Veterinary Medicine (2);
- (s) Seven student representatives from the degree and diploma programs in the College of Agriculture and Bioresources to serve on the Faculty Council and its standing committees to take part in all discussions, including student matters. Representation will include one student from: the Bachelor of Science in Agriculture program, the Bachelor of Science in Agribusiness program, the Diploma in Agriculture program, the Bachelor of Science in Renewal Resource Management program, the Bachelor of Science in Animal Bioscience, the Agricultural Students Association president and the Agricultural Students Association Vice-President (Academic).

Faculty Council of the College of Arts and Science

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers in the College of Arts and Science;
- (q) All full-time faculty, Instructors and Special Lecturers from St. Thomas More (STM) College teaching courses recognized for the BA, BSc or BA & BSc degrees (voting rights are specific to the terms of the federation with the College of Arts and Science);
- (r) All full-time faculty from Biomedical Sciences departments of the College of Medicine that offer BSc degree programs through the College of Arts and Science (voting rights to be limited as per College of Arts and Science Bylaws);
- (s) College of Arts and Science Vice-Deans, Associate Deans; Dean and Associate Dean of St. Thomas More College;
- (t) Five representatives of the Sessional Lecturers;
- (u) Two representatives of the regular ASPA teaching employees;
- (v) Ten Arts and Science student representatives (full participation in meetings except when the discussion relates to individual students or faculty);
- (w) Two graduate students supervised in Arts and Science (full participation in meetings except when the discussion relates to individual students or faculty);
- (x) One postdoctoral fellow supervised in Arts and Science (full participation in meetings except when the discussion relates to individual students or faculty).

Faculty Council of the College of Dentistry

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Dentistry;

- (q) Associate Provost, Health
- (q) All clinical Professors, clinical Associate Professors, clinical Assistant Professors, clinical Lecturers, Clinical Instructors, and Sessional Lecturers;
- (r) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics;
- (s) The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan;
- (t) President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters;
- (u) Director, Finance and Administration*
- (v) Director, Academic and Student Affairs*
- (w) Executive Officer to the Dean*
- (x) Business Manager, Clinical Affairs*

Faculty Council of the College of Education

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education;
- (q) Dean of Arts and Science (or nominee) and the Vice-Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee); as non voting members;
- (r) The president or delegate of each student association in the College of Education (Education Students Society, ITEP Student Society (or named designate); SUNTEP Student Society (or named designate) and GSA (Graduate Student Association);
- (s) Director (or designates) of the Indian Teacher Education Program (ITEP), one Program Head (or designate) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon; one Program Head (or designate) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert; Chair of Education (or designates) of the Aurora College and one representative of contracting Colleges not listed above;
- t) All those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers deemed as faculty members of the College of Education.

Faculty Council of the College of Engineering

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Engineering or hold joint appointments in the College of Engineering;
- (q) A faculty representative from each of Agriculture and Bioresources, Chemistry, Geological Sciences, Mathematics and Statistics, Computer Science, Biology and Edward School of Business;
- (r) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers in the Department of Physics and Engineering Physics who deliver the Engineering Physics program;

- (s) Two representatives from the undergraduate student association as voting members and the president of each engineering undergraduate program students association as non-voting members.
- (t) Two Engineering graduate student representatives as voting members.

Faculty Council of the School of Environment and Sustainability

See 1.A., sections (a) to (o)

- (p) All faculty members who hold a standard, 100%, in scope appointment in the School;
- (q) All faculty members holding a primary-joint and secondary-joint appointments in the School;
- (r) The president of the School of Environment and Sustainability Students' Association;
- (s) The following members may be heard in faculty council, but may not vote:
 - i. Associate members
 - ii. Adjunct members.

Faculty Council of the College of Graduate and Postdoctoral Studies

See 1.A., sections (a) to (o)

- (p) The Deans of Colleges and Executive Directors of schools involved with graduate work and research, and any Associate or Assistant Deans appointed to support graduate studies and research;
- (q) The Dean of the University Library, as a voting member;
- (r) The Manager, International Students and Study Abroad Centre;
- (s) The Heads of those Departments which are involved with graduate studies and research;
- (t) For a five year renewable term, all faculty members involved in graduate teaching, supervision of graduate students, or in research. Minimal requirements for membership of faculty members shall be established by the College of Graduate and Postdoctoral Studies;
- (u) Five graduate students representing different divisions of the college, including the president and two vice-presidents of the Graduate Students' Association.

Faculty Council of The Johnson-Shoyama Graduate School of Public Policy

See 1.A., sections (a) to (o)

- (p) Associate Director, Johnson-Shoyama Graduate School of Public Policy
- (q) Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a standard appointment in the school
- (r) Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a primary joint appointment or a secondary joint appointment of 0.25FTE or more in the school
- (s) Faculty members from the University of Regina who are appointed as adjunct members in the Johnson-Shoyama Graduate School of Public Policy
- (t) Two Johnson-Shoyama Graduate School of Public Policy students
- (u) Director, Outreach and Training, Johnson-Shoyama Graduate School of Public Policy
- (v) Johnson-Shoyama Advisory Council chair or representative
- (w) The following members may be heard in faculty council but may not vote:
 - i. Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a joint appointment in the school of less than 0.25FTE

Faculty Council of the College of Kinesiology

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Kinesiology
- (q) Arts & Science – Biology (1), Psychology (1); Medicine – Physiology (1), Anatomy and Cell Biology (1), Physical Therapy (1); Education (1), as non-voting members
- (r) One full-time Kinesiology undergraduate student, one full-time Kinesiology graduate student, and one Kinesiology postdoctoral fellow (PDF) (if available) will be entitled to attend and vote on all non-confidential matters at meetings of the Faculty Council.

Faculty Council of the College of Law

See 1.A., sections (a) to (o). Add (or nominee) after each of 1.A. (f-h)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Law;
- (q) Research Director of ~~Indigenous-Native~~ Law Centre;
- (r) Programs Director of ~~Indigenous-Native~~ Law Centre;
- (s) Law Librarian or Assistant Law Librarian;
- (t) One student representative of the ~~Indigenous Aboriginal~~ Law Students' Association;
- (u) Five student representatives of the Law Students' Association;
- (v) One student from a graduate degree program in Law.

Faculty Council of the College of Medicine

See 1.A., sections (a) to (o)

- (p) Associate Deans of the college;
- (q) Assistant Deans of the college;
- (r) The Department Head of each academic department of the college and the Director of the School of Physical Therapy;
- (s) One university faculty member of the college representing each department of the college, or the School of Physical Therapy, who is a member of that department or school;
- (t) Two community faculty members of the college representing each clinical department, or the School of Physical Therapy; who are members of that department or school, at least one of whom will be based outside of the Saskatoon Health Region;
- (u) Twenty university faculty members of the college;
- (v) One medical student from each year of the undergraduate medical program; one physical therapy student from each year of the physical therapy program; four postgraduate medical students, at least one of whom must be registered in the family medicine program of the College; and two graduate students enrolled in graduate programs delivered in the College;
- (w) The following persons are entitled to attend and participate in meetings of the Faculty Council but, unless they are members of the Faculty Council, are not entitled to vote:
 - i. All other Directors of the College of Medicine;

- ii. The Dean and associate Deans, or designates, of all other health science colleges at the university;
- iii. The Dean and the vice-Deans of academic programs, humanities and fine arts, social sciences, and science, or designates, of the College of Arts and Science at the university;
- iv. The Librarian in charge of the health sciences library;
- v. The Registrar, or designate, of the College of Physicians and Surgeons of Saskatchewan;
- vi. The Chief Executive Officer, or designate, of the Saskatchewan Medical Association;
- vii. The Chief Executive Officer, or designate, of each health region in the province of Saskatchewan;
- viii. The presidents and academic Vice-presidents of the undergraduate medical student society; the postgraduate medical student society; the physical therapy student society, and the College of Medicine graduate student society.

Faculty Council of the N. Murray Edwards School of Business

See 1.A, sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Edwards School of Business;
- (q) Agriculture and Bioresources (1), Economics (1), Mathematics and Statistics (1), Social Science or Humanities including Economics (1), Computer Science (Head plus four others);
- (r) Five undergraduate students and two graduate students who shall be entitled to vote on all matters at Faculty Council meetings.

Faculty Council of the College of Nursing

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
- (q) Department Heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the Director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;
- (r) Up to four full-time undergraduate nursing students. One from each Nursing Association in Regina, Saskatoon, and Prince Albert, and one from the Post-Degree BSN. Undergraduate student representatives will be named by the undergraduate Nursing Society.
- (s) Up to four full-time nursing graduate students preferably from the Masters of Nursing (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair.
- (t) A Postdoctoral Fellow (if available) in Nursing nominated by the Postdoctoral Fellows in the College of Nursing and/or through consultation with the Graduate Chair;

- (u) Clinical Coordinators,* Director of Operations and Strategic Planning*, Director of Finance & Administration,* UCAN Representatives* Research Facilitator,*Communications Officer*

Faculty Council of the College of Pharmacy and Nutrition

See 1.A., sections (a) to (o)

- (p) Associate Dean (Research and Graduate Affairs) of the College;
- (q) Associate Dean (Academic) of the College;
- (r) those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition
- (s) Representatives from the following Colleges and Departments:
 - College of Arts and Science: Dept. Head or Designate of: Chemistry (1); Mathematics and Statistics (1)
 - College of Medicine: Dean or Designate (1); Dept. Head or Designate of: Anatomy and Cell Biology (1); Biochemistry (1); Community Health and Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1)
 - College of Agriculture and BioResources: Dept. Head or Designate of: Animal and Poultry Science (1); Food and Bioproduct Sciences (1)
 - College of Kinesiology: Dean or Designate (1)
 - College of Nursing: Dean or Designate (1)
 - College of Dentistry: Dean or Designate (1)
 - School of Public Health: Executive Director or Designate (1)
 - Edwards School of Business: Dept. Head or Designate of: Management and Marketing (1)
 - Toxicology: Director or Designate (1)
 - Western College of Veterinary Medicine: Dean or Designate (1)Student Representatives:
 - One student for every 100 students in the Pharmacy Undergraduate Program
 - One student for every 100 students in the Nutrition Undergraduate Program
 - One graduate student from either the Pharmacy or Nutrition graduate program

Faculty Council of the School of Environment and Sustainability

See 1.A., sections (a) to (o)

- (p) All faculty members who hold a standard, 100%, in scope appointment in the School;
- (q) All faculty members holding a primary-joint and secondary-joint appointments in the School;
- (r) One graduate student representative registered in either the PhD or MES programs and one project-based graduate student representative, one of which will be the president of the School of Environment and Sustainability Students' Association.
- (s) One Postdoctoral Fellow registered in the School through the College of Graduate and Postdoctoral Studies, selected by the fellows.
- (s) The following members may be heard in Faculty Council, but may not vote:
 - i. Associate members
 - ii. Adjunct members

Faculty Council of the School of Public Health

See 1.A, sections (a) to (o).

- (p) All faculty members who hold a standard appointment in the School.
- (q) Faculty members with a primary joint appointment in the School with a 0.25FTE or more time commitment to the school or a secondary joint appointment in the school with a 0.25FTE or more time commitment to the School.
- (r) Up to two clinical community-based faculty, at least one of whom will be based outside of the Saskatoon Health Region;
- (s) The following members may be heard in Faculty Council, but may not vote:
 - i. Associate members;
 - ii Adjunct members;
 - iii Faculty members who hold a primary appointment in the school or a secondary appointment in the school with a less than 0.25FTE commitment to the school.

Faculty Council of the School of Rehabilitation Science

See (i), Sections (a) to (o) above.

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Rehabilitation Science;
- (q) The Director of the School of Rehabilitation Science ;
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair;
- (s) The Assistant Dean Graduate Studies, College of Medicine;
- (t) Clinical Specialists in the School of Rehabilitation Science;
- (u) The Director of Continuing Physical Therapy Education
- (v) No more than six members of the faculty of the School of Rehabilitation Science, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Rehabilitation Science Faculty Council
- (w) No more than eight Master of Physical Therapy student members;
- (x) No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows;
- (y) Head of the Health Science Library or designate;
- (z) The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA).

Faculty Council of the Western College of Veterinary Medicine

See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Western College of Veterinary Medicine;

- (q) Agriculture and Bioresources (2), Biology (1), Chemistry (1), Dentistry (1), Medicine (2), Pharmacy and Nutrition (1).
- (q) Six full-time undergraduate students to attend and vote on all non-confidential matters at meetings of the Faculty;
- (r) Two graduate students registered in Veterinary Medicine through the College of Graduate and Postdoctoral Studies to attend and vote on all non-confidential matters at meetings of the Faculty.

C. The University Secretary, or an assigned deputy, shall act as Secretary of each Faculty Council.

2. Roles and Responsibilities of the Faculty Councils

A. The Faculty Council of each college or school, subject to the provisions of the Act, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline.

Among the duties delegated by University Council to the faculty councils are the following:

- (a) To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
- (b) To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;
- (c) To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- (d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- (e) Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
- (f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
- (g) To approve candidates for degrees, diplomas and certificates;
- (h) To approve candidates for scholarships, prizes, and other awards and honours;
- (i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct;

- (j) To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.
- B. The Chair or the Secretary of the Faculty Council of any college or school shall transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school.
- C. Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these Bylaws or through policies approved by University Council, may not be further delegated without the permission of University Council.
- D. Each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the faculty council. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of University Council and/or to the President of the University.

VI. PROGRAMS OF STUDY

Under section 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.

Each college or school Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that college or school, and shall submit them to Council for approval under regulations established for that purpose by Council. Upon the approval of Council, they may be published and go into effect.

VII. ENROLMENT MANAGEMENT

The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to colleges, schools and departments, in consultation with the University Registrar and Director of Student Services, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.

Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to colleges and schools the management of enrolment in accordance with the approved plan.

VIII. ADMISSION OF STUDENTS

Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs.

Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.

1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.
2. In accordance with these regulations, Council may delegate to Faculty Councils and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

IX. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS

Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.

1. The examiners of the University shall be:
 - (a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University;
 - (b) Such other Lecturers or teachers of the University as Council may appoint;
 - (c) By delegation from Council, such adjunct faculty, professional affiliates, Professors emeriti and external and independent examiners, not included in (a) or (b), as the College of Graduate and Postdoctoral Studies may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas.
2. Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. Such policies, regulations and procedures may include delegation of authority by Council and shall be published and made available to students.
3. Section 23 (g) of the Act authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the University or any of its agencies is required or authorized by any act to do so.

X. AFFILIATION AND FEDERATION

1. Under section 61 (1) (e) of the Act, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution. Under 62 (3) (d), a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
2. Under 23 (k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and Council whether or not the proposed affiliation or federation should be made. Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
3. Principles for federation and affiliation with the University of Saskatchewan, which are representative of the current relationships with federated and affiliated colleges, and are the basis for considering future requests, are as follows.
 - (a) **Relationships of affiliation or federation should be based on academic interests shared by the University and the candidate institution.** Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.
 - (b) **Relationships of affiliation or federation should be based on shared support for the University's vision, mission and values.** The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the University cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held by the University and the vision it has adopted.
 - (c) **The University should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution.** Though the University should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the University should not demand that an affiliated or federated institution conform in all respects to the University's established practices and procedures. The rationale for creating relationships of affiliation or federation is in part that the University is enriched by the distinctive perspectives brought by the partner institutions.

- (d) **The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements.** Though strong partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.
- (e) **Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution.** Though the University is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.
- (f) **Provision should be made for regular review of the relationship with the candidate institution.** The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.
- (g) **Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution.** In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.
- (h) **Consideration should be given to the role the candidate institution might play in the governing bodies of the university.** The *University of Saskatchewan Act 1995* provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) will be established to that effect.
- (i) **Consideration should be given to whether an alternative form of partnership might be more appropriate.** Given the involvement of affiliated and federated institutions in University governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.
- (j) **The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation.** It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the University holds itself.

4. Affiliation

- (a) The aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by Council of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.
- (b) The following theological colleges are affiliated with the University:
 - College of Emmanuel and St. Chad
 - Lutheran Theological Seminary
 - St. Andrew's College
 - Horizon College and Seminary
 - Briercrest Bible College and Biblical Seminary
- (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
 - (i) That the theological college may offer at least three courses for which credit is given by the University toward a degree.
 - (ii) That the normal admission requirements of the theological college be at least equal to those of the University.
 - (iii) That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
 - (iv) That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by Council of the University.
 - (iv) That, except in cases of emergency as recognized by Council of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
 - (v) That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.
 - (vi) That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.
- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

St. Peter's College

Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College. For work done in St. Peter's College, the University may give credit provided that the following conditions are met:

- (i) That the courses to be credited to the University are considered by the University to be equivalent in quality to its own courses.
- (ii) That the offering of each course and the appointment of its instructor are approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- (iii) That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- (iv) That the final examinations are conducted by examiners appointed or accepted by the University in accordance with university examination regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services.
- (v) That an upper-year student of the University is permitted to register at the College only part-time i.e. for a maximum of two full courses.
- (vi) That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses.
- (vii) Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University.

5. Federation

- (a) The requirements for recognition as a federated college of the University shall include the following:
 - (i) The College must be authorized by the University to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science.
 - (ii) The members of the College teaching staff, teaching the above University courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized.

(iii) The College must be situated on or adjacent to the campus at Saskatoon.

(b) St. Thomas More College is a Federated College with the University.

St. Thomas More College, Saskatoon

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative. The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the pre-professional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.